DOCUMENT RESUME

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ABSTRACT

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. The daily CNN Newsroom broadcast is supported by a Daily Classroom Guide, written by professional educators. These classroom guides are designed to accompany CNN Newsroom broadcasts for a given month, and include suggestions for class discussion for top stories, business, cultural, and world events. Top stories in this July 1998 guide include: U.S. missile strikes a radar site; wildfires continue to threaten rural Florida; Chinese officials call Clinton's visit a full success; a world-famous motor speedway becomes home to those forced out by Florida's fires; tough economic times signal political difficulties for Russia's President Yeltsin; the United Nations grants additional diplomatic rights to the Palestinians; a call for stricter gun control legislation launches a crossfire of debate; the Clinton Administration launches a $2 Billion anti-drug campaign; France wins the World Cup trophy; a controversy over Protestant parades threatens to shatter Northern Ireland's fragile peace; the public seems unconcerned about the threat of the "millennium bug"; Congress's plans for the HMO system; a Secret Service agent fights a subpoena; the government issues its second annual report on the state of America's children; Nigeria takes its first steps on the path to democracy and announces plans for elections in 1999; Texans continue to endure a triple-digit heat wave; Alan Shepard, the first American in space, dies; President Clinton promises relief for those suffering from summer's heat; two Capitol security officers are killed in the line of duty Friday; two slain officers lie in state under the United States Capitol rotunda; the Independent Council grants Monica Lewinsky immunity from prosecution in exchange for her testimony; and Clinton volunteers to become the first sitting U.S. president to testify in a criminal investigation; and Japan's new man in charge chooses a finance minister to tackle the nation's economic woes. (AEF)

ED 421 974

CNN Newsroom Classroom Guides. July 1998

by Turner Learning, Inc.

IR018946

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By completing and returning the enclosed enrollment form, you have the right to videotape the program at 4:30 a.m. (ET), Monday through Friday, and have it available for use in the classroom. You may copy it as desired and show all or part of it as you see fit throughout the day. In addition, you may retain these tapes to create a permanent video library. You will also be signed up to receive T3, a magazine with information on CNN NEWSROOM and other resources offered by Turner Educational Services.

The daily CNN NEWSROOM cablecast is also supported by a Daily Classroom Guide, written by professional educators. These guides are available through several independent electronic mail services and through a variety of state department of education networks. The enclosed information describes the guide and the different delivery services available to you.

We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

Again, thank you for your interest in CNN NEWSROOM. Best wishes for a successful academic year.

Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

P.S. Remember, upon completing and returning the enclosed enrollment form, you may begin taping and using CNN NEWSROOM in the classroom without delay. If you prefer, you may fax your completed form to us at 1-215-493-5320.

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CNN Newsroom Daily Classroom Guide Carriers

The CNN Newsroom Daily Classroom Guide is available through America Online and a number of other electronic services. Contact the individual carriers for more information, or call the CNN Newsroom toll-free hotline, 1-800-344-6219.

CARRIER	SERVICE AREA	CONTACT/PHONE
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FrEdMail	National	619-475-4852
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Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet`	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational.TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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CNN NEWSROOM

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Yes! Enroll my school in CNN NEWSROOM, a free service provided by Turner Educational Services

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This form may be duplicated for use by other educators. Please complete a separate form for each school and return to **CNN NEWSROOM**, Turner Educational Services, 105 Terry Drive, Suite 120, Newtown, PA 18940. *Please type or print in black ink.*

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Do you have a satellite receiver? ☐ Yes ☐ No

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Type of school: ☐ Public ☐ Private ☐ Parochial

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☐ Elementary ☐ Middle ☐ Jr. High ☐ Sr. High ☐ K-12

☐ Other _____

Student enrollment: _____

School Name: _____

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City: _____

State: _____ Zip: _____

County: _____

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NAME

_____
JOB TITLE DEPT COURSE

_____
SIGNATURE DATE

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NAME

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JOB TITLE DEPT COURSE

2. _____
NAME

_____
JOB TITLE DEPT COURSE

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JOB TITLE DEPT COURSE

4. _____
NAME

_____
JOB TITLE DEPT COURSE

FOR FURTHER ASSISTANCE OR INFORMATION CALL TOLL-FREE

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CNN NEWSROOM WORLDVIEW

July 1, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Trouble clouds the skies of Iraq as a U.S. missile strikes a radar site.	**4:05**	5:40
In the Headlines	CLINTON TOURS CHINA FIRES FORCE EVACUATION GM STRIKE CONTINUES	**1:30**	7:10
Business Desk	Aggressive advertising makes "cents" in an increasingly competitive market.	**3:20**	10:30
Our World	More states are steering toward graduated licenses for teens.	**3:10**	13:40
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:40
Top of the World	Tempers flare as more Israelis settle in predominantly Arab East Jerusalem.	**2:50**	19:30
Who, What, Where?	Scientists have some clues as to why coral reefs off Guam are disappearing.	**2:35**	22:05
Inside Europe	Wroclaw, Poland is a good place for a vacation---and a facelift.	**2:20**	24:25
Culture Watch	Young filmmakers audition for first jobs as studio tour guides.	**2:40**	27:05
	CNN NEWSROOM CLOSE	**:55**	28:00

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Instructional Programs From CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM

Top Story

Iraq Missile

1. What explanation does the U.S. offer for firing the missile at the Iraqi radar site? What is Iraq's version of the same incident? Give possible reasons for discrepancies in the various accounts. What is the "no-fly" zone? When and why was it established? What was Iraq's response to the missile incident? Why do you think the U.S. government is "playing down" the situation?

2. How are critics interpreting Iraq's position on the missile incident? Are you inclined to agree with Iraq, or with western sources? Cite reasons to support your answer. How might the latest conflict affect Iraq's progress toward meeting U.N. mandates? What are the potential consequences if Iraq fails to comply with the United Nations deadline?

3. The websites given below relate two different versions of the missile incident near Basra. Have students review the video segment and research various accounts of the U.S. missile strike on the radar site. Divide the class into three groups, one representing Iraq, one representing the United States, and one representing an independent international agency, such as the U.N. Ask the "Iraq" and "U.S." groups to make reports of the incident based on the information they have gathered. Remind students to be conscious of the points of view and the interests of the nations they represent. Each group should present its brief on the missile incident to the "agency." Have students in this group review the reports and enumerate points of agreement and disagreement. Reconvene the class, and on the board, list "facts" about the incident. Next, list "interpretations" of the incident. Ask students to work from the "truth" to write unbiased accounts of the missile strike.

LINKS:
http://www.cnn.com/WORLD/meast/9806/30/iraq.us.missile.04/
http://www.arab.net/

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Business Desk

Financial Ad Trends

1. In the past, how have financial institutions marketed their services to prospective clients? Based on what you have seen in this video, what kind of approaches are these businesses using now? Do you think the irreverent approach is a good one? What other approaches are financial services using? Which do you think are most effective? Why?

2. Discuss the meaning of this marketing axiom: "As long as some people love

your ad, better to have the rest hate it than have no opinion at all." Do you agree with this idea? Why/why not?

3. Lead a class brainstorming session to generate a list of television ads that students remember most readily. List the titles or catch phrases of these "most memorable" ads on the board. Then quiz students to determine if they can identify the products/services associated with these ads. In most cases, they should be able to associate the product/service with its slogan. Ask students if they liked these ads or if they simply remember them because they stuck in their minds. Discuss what it was about each that made such a lasting impression. Remind students that the goal of advertising is to increase market share. Referring back to the axiom in the previous question, lead students to the realization that if an ad can't be likeable, at least it can be successful if it's memorable.

4. How might the ads seen in this video be different if they were written for different media? List some of the forms of advertising media on the board (radio, newspaper, classifieds, "Yellow Pages"). Group students. Challenge each to select one medium and rewrite any of the ads seen in the video for the chosen medium (the first Internet site below may be of assistance.) How would the message stay the same while changing the approach and style? Have each group present its ad copy. Discuss how different media allow for different marketing approaches.

LINKS:
http://www.americanexpress.com/smallbusiness/resources/expanding/copywriting/
http://www.clioawards.com/c/thework/vol1num1/cd-toc.htm

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Our World

Our World

Teen Driving Law

1. For what reasons are many states, including California, implementing the graduated licensing program? Do you think these sorts of laws will decrease auto fatalities among teenagers? Why or why not? Why is driving often a difficult skill to master? What elements of the law do you think will prove most effective? In your opinion, are there parts of the law that should be revised or eliminated? Explain.

2. California's new teen driving law puts a great deal of increased responsibility on parents. Do you believe this is fair? Why or why not? What complaints do teens have about the graduated licensing program? Are these valid? What advice would you give students who are about to get their driver's licenses? Should driver training be a part of the requirement for a permit? Suggest other ways to increase safety on the road.

3. Guide students to the websites below to study the particulars of California's

new licensing requirements for teens. Ask them to research and compare these to the current laws in your state or region. Have each student produce a brochure similar to a driver's manual entitled "Road Tips for Teens." In the pamphlet, they should outline the laws, offer resources and examples, and include safety suggestions. Follow up by trading pamphlets and having students review one another's work.

LINKS:
http://www.aaa-calif.com/members/corpinfo/teens.html
http://www.dmv.ca.gov/

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Editor's Note

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TODAY'S NEWS TERMS

"no-fly" zone	**Basra**	**radar**	**sanctions**
marketing	**advertising**	**graduated licensing**	**perjury**

CNN NEWSROOM WORLDVIEW

Tour Of The World

Israeli Settlers

1. Why are Palestinians living in East Jerusalem increasingly at odds with Jewish settlers? How has the Israeli High Court responded to the claims of the settlers? How has Israeli Prime Minister Netanyahu responded to these disputes? Explain why some fear these small incidents may "lead to something bigger."

2. How does this story illustrate the larger issues associated with Israeli expansion? Have students work in groups to research other instances of Israeli-sponsored settlement in Jerusalem and the Occupied Territories. For example, groups will want to consider the recent Har Homa plan and the plan to expand the city of Jerusalem. For each instance, direct groups to consider the views of Jews and Palestinians. Each group should then write two editorials, one from the Israeli point of view and one from the Palestinians', offering details of one expansion plan and its positives/negatives.

LINKS
http://www.fmep.org/
http://www.columbia.edu/cu/libraries/indiv/area/MiddleEast/Isr-Arab.html

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Who, What, Where ?

Guam's Coral Reefs

1. How would you describe the way coral reefs are supposed to look? How do the reefs off the island of Guam look? According to scientists, what is happening to these reefs? What is the cause of this phenomenon? Explain how poor land management is causing the reefs to disappear.

2. What effect does poor water quality have on the reproductive cycle of the coral? What impact does this increase in sediment have on algae? Why does it seem there is no check on the algae population? What steps do scientists say have to be taken in order to reverse the coral's demise?

3. How does the disappearing reef story illustrate the fragile nature of ecosystems? Have students work in groups to investigate additional information about the coral reefs, algae and other members of the aquatic food chain, as well as how human actions on land and sea can upset the delicate balance of this ecosystem. Have groups use their findings to create illustrations or diagrams that demonstrate the interrelations among the members of the food chain, humans, and the environment in the aquatic ecosystem. Allow groups to present and explain their diagrams, and post them around the classroom.

   EXTENSION: Assist students in researching some of the ideas that have been suggested to help the coral reefs bounce back. If any or all of these proposals are implemented, could they upset a natural ecological balance? Discuss.

LINKS:
http://hightech.cplaza.or.jp/1997/19970602/19970604/01/emain.htm
http://www.gene.com/ae/WN/SUA09/coral497.html
http://www.seaworld.org/coral_reefs/adapter.html

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Inside Europe

Poland Cosmetic Surgery

1. Why has Betty Keegan traveled to Poland instead of one of her usual vacation spots? According to the video, why are more and more women

coming to Poland for their cosmetic surgeries? Why do you think the cost of this procedure is relatively inexpensive there? The city of Wroclaw is an ancient one that offers many experiences to international travelers. How might Alina Deeble, the person who organizes these surgery trips, incorporate this information into her marketing?

LINKS:
http://www.cnn.com/WORLD/europe/9806/13/poland.ap/
http://www.wroclaw.com/
http://www.americad.com/wroclaw.html

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Culture Watch

Culture Watch

Tour Guide Auditions

1. What is Universal Studios? Why do many young people want to work as tour guides at Universal? What happens to those candidates who pass the initial interview? How does working at a studio help a person achieve the goal of becoming a filmmaker or screenwriter?

2. The aspiring filmmakers and writers hope to get their "foot in the door" by working as tour guides at Universal. Ask students to think of other entry-level jobs that afford opportunities for people to fulfill their dreams. In their journals, have students write down what they see themselves doing in 20 years. Then have them write the journal entry for their first day on the job at the very beginning of their career journeys. Perhaps serving as a page in the state legislature is one student's first step toward the governorship or presidency; a first day of waiting tables is the first taste of what it might be like to own a restaurant. Give students ample time to write down their thoughts and ask for volunteers to share theirs.

   LINKS:
   http://www.writerswebsite.com/
   http://www.pkbaseline.com/screen/strange/teenfilm.html

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Editor's Note

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TODAY'S NEWS TERMS

East Jerusalem	defiance	silt	spawning
larvae	cosmetic surgery	audition	screenwriter

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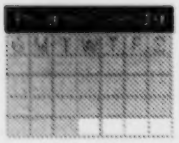
CNN NEWSROOM WORLDVIEW



July 2, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:45**	1:45
Top Story	Wildfires continue to threaten homes in rural Florida.	**3:20**	5:05
In the Headlines	NORTHERN IRELAND TALKS DIANA'S MUSEUM OPENS CLINTON WRAPS UP CHINA VISIT	**1:35**	6:40
Science Desk	Students prepare for life on the red planet, Mars.	**4:00**	10:40
Our World	Young people lobby for a bill to change the back of the "greenback."	**3:20**	14:00
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:00
Top of the World	Myanmar's government initiates a plan to relieve urban overcrowding.	**3:05**	19:05
Inside North America	U.S. law enforcement officials want the "keys" to encrypted data.	**2:30**	21:35
Culture Watch	A part of Indian culture may be losing ground to western influence.	**2:50**	24:25
Did You Know?	A businessman offers students a chance to learn marine biology firsthand.	**2:45**	27:10
	CNN NEWSROOM CLOSE	**:50**	28:00

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CNN TNT CNN NEWSROOM

Top Story

Florida Wildfires

1. What conditions are contributing to the spread of the Florida wildfires? What has been the effect on residents of the area? What steps are firefighters taking to prevent the fires from spreading? What signs indicate the fires may continue? Why are thunderstorms a "mixed blessing?" What advice would you give to people whose homes are threatened by the fires?

2. The websites below provide maps and satellite images of the Florida wildfires. Have students visit the sites and research articles and news reports to plot the spread of the fires. Reproduce Florida state maps and have students indicate the geographical areas threatened by the fires. Ask them to map population centers and topographical features in the affected area. Maps should include legends to facilitate analysis. Follow up by having students examine their maps to ascertain the best strategies for firefighters to prevent increased devastation from the fires.

LINKS:
http://www.flatoday.com/
http://www.osei.noaa.gov/
http://www.cnn.com/US/9807/01/florida.fires.03/florida.disaster.map.jpg
http://www.cnn.com/US/9807/01/florida.fires.03/

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[redacted] Science Desk

Mars 2012

1. What is the subject of the course taught by Larry Kuznetz? What problems do groups of his students try to solve? How are some of his students opening up their discussions to a wider audience? What does Sachin Shah hope will happen to the student's ideas after the course is completed?

2. Why do you think some scientists and engineers believe it is necessary to reach out to people outside their academic community for creative answers to Mars mission problems? How do you think this public outreach program will affect the public's view of NASA? Do you think public input into their missions will increase or decrease the likelihood they will be funded?

3. To gain a better understanding of the requirements of a manned space mission, have students research the manned Apollo missions to the moon. Ask them to find out what new technologies had to

be invented specifically to explore the moon. Then have them become better acquainted with Mars by having them review the Mars Pathfinder mission. Next have them list new challenges/difficulties scientists and engineers will face in making a surface mission to Mars a reality. Examples of these are longer travel time, cold temperatures, atmosphere, gravity, length of day, and food availability (they will have to figure out a way to grow food for themselves during the mission because it is much further away). Have each group pick a specific challenge/difficulty and write down possible solutions . Also, have the students make a list of new technologies that would need to be developed to meet these challenges. When all groups are finished, have them take turns presenting their ideas to the class.

LINKS:
http://www.ksc.nasa.gov/history/history.html
http://nssdc.gsfc.nasa.gov/planetary/mesur.html
http://quest.arc.nasa.gov/mars/ask/humans-on-mars/
http://spot.colorado.edu/~marscase/cfm/abs.html#kuznetz
http://www.hq.nasa.gov/office/nsp/heds.html

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Our World

Dollar Bill

1. Why do the Liberty High School students think the Constitution should be on the back of the dollar bill? What must happen for the bill to be changed? How are students working toward this goal? What lessons in civics can they learn from participating in the lobbying process?

2. What support do the students have for their proposal? Do you think changing the dollar bill is a good idea? Why or why not? Why is lobbying a "tedious process?" What other methods could the students try other than talking to legislative aides? Why do they try to get powerful Congressmen to co-sponsor the bill? How do you think students will be able to apply the knowledge they've gained through this experience?

3. Students in the video segment believe U.S. citizens should become more familiar with the Constitution. Provide students with a hand-held video camera and help them conduct informal "man-on-the-street" interviews in your area. Have them stop a variety of people and ask them to recite the Preamble to the U.S. Constitution. Are most citizens familiar with this cornerstone of governmental philosophy? Play the completed videotape in class. Students may be surprised and enlightened by the results, at the

very least, it could be good for a few laughs!

4. Introduce students to the role of the lobbyist. Invite a lobbyist to speak to the class about the strategies and requirements of the profession. *OR* Encourage the class to adopt a cause and follow the example of the Liberty High students by lobbying local legislators to support their proposal.

LINKS:
http://www.senate.gov/member/va/warner/releases/liberty.htm
http://www.house.gov/Educat.html

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Editor's Note

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TODAY'S NEWS TERMS

wildfires	**flame retardant**	**evacuation**	**fireline**
bends	**modules**	**preamble**	**lobbyist**

CNN NEWSROOM WORLDVIEW

Myanmar Satellite Towns

1. Locate the nation of Myanmar on a world map. By what name was this country previously known? What problems face its cities? How is the government attempting to address these problems? Why do you think these are called "satellite towns?"

2. Describe the incentives being offered to attract residents to the satellite towns. How is the government promoting the long-range economic picture for these towns? If you were an international investor interested in establishing an operation in Myanmar, would you consider locating it in one of these government-created towns? Why/why not?

3. Challenge students to create economic profiles of Myanmar. Have each group conduct research to learn more about the natural resources, industries, currency and political climate. Then direct each group to compile its findings into a report and present it to the class. After all presentations, generate a class discussion to get students' long-range predictions about the government-sponsored satellite towns. Do they think this is a wise investment from the government's point of view? What economic circumstances could dictate the success or failure of these towns? Discuss.

LINKS
http://www.myanmar.com
http://www.soros.org/burma/burmecon.html
http://www.un.org/Depts/escap/ictd/myanmar.htm

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Computer Encryption

1. What is encryption? Why does law enforcement want software companies to give them the keys to translate encrypted data? What are some of the arguments for and against handing over these keys? One statement heard in the video against the release of encryption keys is "The more secure these systems are, the harder it will be for bad people to do bad things." Discuss what the speaker meant by this and whether or not you agree.

2. To have your students experience encryption firsthand, direct them to the first Internet site below. As a class, first read the information about encryption. Then have students modify the text given to demonstrate how the process works. Discuss how encryption is different from a code.

3. Tell students to suppose that at some point in the future, the encryption keys sought by law enforcement agencies were given to them. Assuming the FBI, state and local police, and other law enforcement agencies now had access to all encrypted information on-line, what might be the best and worst case scenarios? Generate a class discussion focusing on the positive and negative consequences. Then challenge each student to write a short story, perhaps a science fiction story, using either a best or worst case scenario as the plot, depending on the student's point of view. Each story should lead the reader to determine whether turning over the encryption keys was a wise decision.

LINKS:
http://www.tropsoft.com/aboutenc.htm
http://civilliberty.miningco.com/msubencr.htm
http://www.computerprivacy.org/

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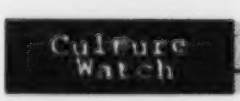

Culture Watch

Indian Music

1. Describe the music and dance of India's Bihar region. What are the roots of this music? Why are its drums falling silent? What has the influence of western culture done to the demand for the instruments that play this music? What are instrument craftsmen now doing to survive economically?

2. Challenge students to bring in examples of ethnic or ancient music. Play these selections for the class. Discuss the cultural or religious roots of these musical selections. Are any of these kinds of music still popular? If so, what makes them popular among modern listeners? Could the ancient music of India find an audience among modern listeners?

LINKS:
http://www.webindia.com/artindia/fmusic.htm
http://artindia.webindia.com/clmusic.htm

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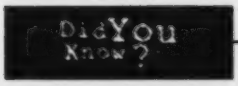

Did You Know?

Kids' Ocean Cruise

1. How is Jack O'Neill giving back to both his community and the environment? Why does he do this? What does he hope students get from the experience? According to the students themselves, what are some things they learned from this excursion?

2. Ask students to consider: If you were Mr. O'Neill, how would you "guide" students in their environmental education as they embark on this ocean cruise? How would you prepare them for the trip? On what sights and sounds would you want students to focus? Have students work in groups to research relevant information about the oceans, specifically focusing on important general facts, marine life of the Pacific Coast, and environmental threats. Then direct each group to use its information to create a "handbook" for Mr. O'Neill's student cruise.

LINKS:
http://www.mobot.org/MBGnet/salt/oceans/faq.htm
http://kingfish.ssp.nmfs.gov/olo.html
http://www.wri.org/wri/enved/oceans/tgo-fact.html

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Editor's Note

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TODAY'S NEWS TERMS

Myanmar	**influx**	**joint venture**	**encryption**
Louis Freeh	**value system**	**Monterey Bay**	**food chain**

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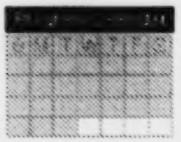
CNN NEWSROOM WORLDVIEW



July 3, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Chinese officials wave goodbye to Clinton and call the visit a "full success."	**3:00**	4:35
In the Headlines	FIRES RAVAGE CENTRAL FLORIDA	**1:30**	6:05
Editor's Desk	Teens' attitudes toward race may be motivating Hollywood producers.	**3:35**	9:40
Artistry in Action	Bands convert music into a loud political message at the Free Tibet Concert.	**3:10**	12:50
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	15:50
Top of the World	Evidence reveals shocking information about South Africa's apartheid past.	**3:55**	19:45
Political Front	Political and economic forces bring down Indonesia's largest bank.	**2:40**	22:25
Taking Care of Business	Honduran officials give a thumbs up to the inter-ocean highway.	**1:50**	24:15
Quote	Volunteers keep an eye on Oregon's coastline.	**2:45**	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

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Instructional Programming from CNN TNT Cartoon Network CNN NEWSROOM

Top Story

Clinton China

1. List the topics President Clinton addressed on his trip to China. What "firsts" occurred during his visit? What was the overall tone of Mr. Clinton's communication with the Chinese government? Why did Chinese officials feel the summit was a "full success?" How might the perception of the Chinese people be different? Do you think the U.S. public's image of China has improved as a result of the visit? Why or why not?

2. How did Chinese President Jiang Zemin capitalize on the opportunities to present his agenda to the public? How might his improved image affect Chinese politics? What challenges does Jiang's administration face? Why do you think domestic issues tend to be of greater concern to the average citizen than international policy?

3. Have students visit the websites below to review the events of President Clinton's visit to China. Then, ask them to write two journal entries, one from the point of view of Clinton and one from Jiang's perspective. Guide students as they compare and contrast the two views of the summit. Do they believe both parties consider the visit an "unqualified success?" Why or why not?

LINKS:
http://www.cc.ntu.edu.tw/~yang/TSR-Clinton.htm
http://cnn.com/WORLD/asiapcf/9807/02/clinton.china.01.ap/index.html

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Florida Fires

1. Why did Florida firefighters have to revise their strategies in battling the blaze? What elements are contributing to the spread of the wildfires? Why is the situation worsening at this point? What are the detrimental effects of the fires? What resources and technologies are firefighters using to control the flames? What is the financial cost of the fire? What do you believe is the intangible cost? Explain.

LINKS:
http://www.cnn.com/US/9807/02/florida.fires.02/#links
http://www.cnn.com/US/9807/02/florida.fires.02/

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Editor's Desk

Colorblind Casting

1. How are teenagers influencing the content of films and television programs? Do you believe the portrayals of various ethnic groups in the arts reflect changing attitudes in society? Why or why not? Give possible motivations for producers to be "colorblind" in their casting. Are there roles to which race or ethnicity would be relevant? Explain.

2. Do you think there is equal opportunity for actors of all ethnic backgrounds? How does the audience help determine which actors are selected for roles? Why might young people have greater power in developing the popular culture than the older generation? Do you find that many films or television programs reflect life "as it really is?" Do you believe entertainment can shape personal values? Give examples to support your answer.

3. Challenge students to examine the history of minorities in the arts. The websites below provide a variety of resources relating to different aspects of the media, including film and television. Critics point out that the media has often promoted minority stereotypes and that opportunities for actors have been limited because of racism. After research, have students compile a timeline representing the progress of minorities in the arts, from "Amos and Andy" to "Do the Right Thing," so to speak. Is the playing field becoming more level for actors of all ethnic backgrounds? What changes have taken place to increase opportunities for everyone in the arts? What improvements remain to be made?

4. The video segment presents the theory that the arts are becoming colorblind as a result of increased tolerance among younger people. Lead students is a discussion of this concept. Is the race or ethnic background of an actor important? Is the character portrayal all that matters? Invite the class to select a favorite traditional tale (such as "Cinderella," or "Peter Rabbit"). Each student should imagine that he or she is casting a film production of the story. Have students share their cast lists, giving rationales for their choices. Is ethnicity ever a basis for their selections?

LINKS:
http://gabrielmedia.org/news/racialsitcoms.html
http://www.lib.berkeley.edu/MRC/CineasteMenu.html
http://www.library.arizona.edu/users/jneill/library/BlackFilm.html

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Free Tibet Concert

1. What was the political message promoted by the Free Tibet concert? Why do you believe those who are seeking Tibetan independence adhere to a philosophy of non-violence? How did China gain control of Tibet? What is the rationale of the Chinese government for their continued occupation of the small mountain nation?

2. Why do many members of the international community support Tibetan independence? How does the concert increase awareness of this situation? For what reasons do you think people attend the concerts? Do you agree with Thom Yorke of Radiohead that there is "real hope" for Tibet as a result? Why or why not?

LINKS:
http://www.quiknet.com/~jessie/
http://www.tibet.org/siteseeing.html
http://home.vicnet.net.au/~sftibet/index.html

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Editor's Note

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TODAY'S NEWS TERMS

Jiang Zemin	**Taiwan**	**gusts**	**wildfires**
casting	**ethnicity**	**Tibet**	**benefit**

CNN NEWSROOM WORLDVIEW
For Of The World

Apartheid Bug

1. What evidence was recently presented to South Africa's Truth and Reconciliation Commission that demonstrated a possible biological and chemical weapons program put in place by the white minority regime? Describe some of the items that scientists allegedly produced to control the population and mindset of black South Africans. How did the scientists who have come before the commission defended their actions? Had you been in their position, would you have acted the same or differently? Explain.

2. What are biological weapons? When were they created and when have they been used? Have students work in groups to research the creation and use of biological and chemical weapons and share findings in class discussion. Discuss what it is about biological and chemical weapons that makes them in many ways more dangerous than conventional weapons. South Africa's Truth and Reconciliation

Commission aims to discover what really happened in the days of apartheid but also to help the nation heal and come together. If the reports seen in this video turn out to be true, how might the healing process between black and white South Africans be affected?

LINKS:
http://www.truth.org.za/
http://host.envirolink.org/earthbase/home/essays/docs/biowarfare/index.html

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Political Front

Indonesian Bank Collapse

1. What was BCA? Why did the people of Indonesia once have confidence in this bank? What happened once President Suharto stepped down? How did the government react to the run on this bank? What other factors encouraged runs on banks all over Indonesia?

2. What does Indonesia's banking system need to survive? Explain why this is so. What is the IMF? Have students work in groups to investigate the banking crisis in Indonesia and the IMF's responses. Discuss student findings. Should the IMF continue to fund an economic "bailout" of Indonesia? If so, what additional conditions would students stipulate in order for Indonesia to receive international help? Have each student write a position paper either supporting or rejecting the idea of additional IMF help.

LINKS:
http://www.lanka.net/lakehouse/1998/05/27/for03.html
http://www.desnews.com:80/wir/vy0mft42.htm

http://www.clubblue.com/text/headlines/980404/business/stories/indonesia_2.html

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Taking Care of Business

Honduras Highway

1. What does the prospect of a new inter-ocean highway mean to cargo truck drivers like Gustavo Cerrato? Why did the government of Honduras recently give life to the project? What does the government

need to get the project started? What other sectors of the economy would be positively impacted by this highway?

2. According to the video, the proposed inter-ocean highway would connect ports in Honduras, El Salvador and Nicaragua. The highway would begin at Cortes in Honduras, (on the Gulf of Honduras and the Caribbean Sea) travel to ports in El Salvador, then terminate at the port of Corinto in Nicaragua, on the Pacific Ocean. Have students work in groups to investigate the terrain, vegetation animal species, and other geographical features of this region. Then challenge each group to use this information to come up with a list of considerations for the road construction companies, traffic engineers and government officials. Are there any special geographic and/or environmental considerations that should be addressed before the road is built? Are there ways to enhance economic opportunity by building this highway and preserve the environment in the process? Have each group present its list and explain how it derived its conclusions.

LINKS:
http://www.adventureonline.com/pca/resources-info.html
http://www.escapeartist.com/ana/nab.htm

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Oregon Coast

1. What is the mission of Oregon CoastWatch? How did Phillip Johnson come up with the idea for this organization? What tasks do its volunteers undertake? In the video we hear the quote, "Volunteers don't have any real powers...except for those of observation." How powerful do you think Oregon CoastWatch is in protecting the coastline? To what extent is observation the major weapon in this fight?

LINKS:
http://www.oregoncoast.com/

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Editor's Note

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TODAY'S NEWS TERMS

apartheid	**regime**	**BCA**	**IBRA**
IMF	**Panama Canal**	**compete**	**dredging**

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CNN NEWSROOM WORLDVIEW

July 6, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	A world-famous motor speedway becomes home to those forced out by Florida's fires.	**3:50**	5:25
Environment Desk	Welcome to Arcosanti, the futuristic town that combines architecture and ecology.	**3:05**	8:30
Our World	Eleven thousand girls spent the holiday weekend helping others as part of a huge service project.	**:45**	9:15
First Fans, Part 1	U.S. presidents and sports are an all-American combination.	**4:25**	13:40
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:40
Top of the World	The Middle East has all the ingredients for a full-blown nuclear arms race.	**3:10**	18:50
Political Front	Many Cubans say the U.S. visa lottery is their only hope for a better life.	**2:30**	21:20
Inside Asia	Indonesia's political problems wreak havoc on Bali's economy.	**3:15**	24:35
Culture Watch	Declining crime forces some to question whether New York City still needs its "Guardian Angels."	**2:30**	27:05
	CNN NEWSROOM CLOSE	**:55**	28:00

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CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

Florida Fires

1. Why do people usually come to Daytona International Speedway? Why are many people living at the Speedway now? Explain how the facility is accommodating the firefighters and evacuees. How has the Speedway made a sacrifice in order to help the community? In your opinion, was this a good decision on the part of the Speedway's management? State your rationale.

2. Firefighting crews and government agencies are in Florida in a combined effort to stop the wildfires and address the needs of evacuees. To help students learn more about the different agencies involved in this cause, have them check out the websites below. What is NOAA? How does this agency, along with others like NASA, assist firefighters as they attempt to eradicate these massive wildfires? Discuss the contributions of the different government agencies/departments that make this job a team effort.

3. The Daytona Speedway is serving as the "command post" for the firefighting effort, as well as a temporary home for those displaced by these fires. What facility in your area could be set up as the "command post" and living quarters in the event of a natural disaster? Direct students to work in groups to choose such a facility, and, if possible, secure an outline or labeled drawing of the structure. Have each group come up with a "game plan" for a local emergency, using this command post: Where would people eat, sleep, bathe? Approximately how many evacuees and emergency personnel could be housed there? Have each group present a diagram showing how it would plan to use the facility, as well as any important information relevant to a disaster that could happen in your area. (For example, students will want to make sure they have information on the strength of a structure if they are planning to use it as an emergency shelter/command post for tornado activity. Most schools conform to stringent building codes and will make information available regarding construction of interior/exterior walls, etc.)

LINKS:
http://modarch.gsfc.nasa.gov/fire_atlas/fires.html
http://www.nifc.gov/
http://www.nifc.gov/news/index.html

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[redacted] **Environment Desk**

Arcosanti

1. What is Arcosanti? Where is it located? What was Italian architect Paolo Soleri's dream? How is he connected with the Arcosanti project? What does Roger Tomalty identify as the "major planetary problem?" What two ways does he say it can be addressed? How does Arcosanti address this problem? How does Arcosanti architecture address the problem of water scarcity in the desert? How does this compare to normal agricultural water use in the desert?

2. What role does air temperature play in Arcosanti architecture? How does the direction of air flow change as its temperature increases? Decreases? Remember, hot molecules move faster and spread out more, so they often become lighter than the air around them and rise e.g., a hot air balloon. How do these structures use this movement to their advantage? How do you think the engineers are using this movement of hot and cold air as a substitute for traditional air conditioning and heating? How does this movement create greater energy efficiency? What does the reporter mean by "edible landscape?" Why is having deciduous (losing their leaves) grape vines an advantage in winter?

3. Have your students make a model Arcosanti structure out of readily available items they have around the house or the classroom. They could use paper mache if the classroom will support the mess, or glued pieces of cardboard, posterboard, etc. They can use plastic cling wrap to represent the glass parts of the greenhouses. When they have completed their structures, have them give oral reports making sure they explain how their structures:
   a) combine architecture with ecology
   b) recycle water and achieve energy efficiency using movement of air and temperature differences
   c) are flexible enough to be successful in hot summers and cold winters

LINKS:
http://www.arcosanti.org/images/index.html
http://www.arcosanti.org/info/faq_rcol.html
http://desert.net/tw/03-14-96/curr1.htm

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Special Series **Special Series**

First Fans, Part I

1. Why are U.S. Presidents often asked to "throw out the first pitch" at baseball games? In what way is this scene a snapshot of American culture? Generate a class discussion about the role of sports in American culture. Refer back to the video and ask students to name some presidents who have been associated with different sports. In each case, how did this association impact that president's image?

2. Ask students what they know about the favorite pastimes or hobbies of the presidents. Do they know, for example, that Thomas Jefferson was an inventor and an avid gardener? That Franklin D. Roosevelt was a serious stamp collector? As a class, gather facts about presidents that give us insight into their personalitites, their likes and dislikes, and their individual talents. Help students use their information to create a Presidential Trivia board game or website challenge. Invite another class to try your game.

LINKS:
http://www.grolier.com/presidents/cards/flipcard.html
http://www.grolier.com/presidents/preshome.html

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TODAY'S NEWS TERMS

siege	**kindling**	**Lawton Chiles**	**NASCAR**
depletion	**yields**	**bully pulpit**	**"The Gipper"**

CNN NEWSROOM WORLDVIEW

Of The World

Mideast Nuclear Threat

1. What elements contribute to the nuclear arms race in the Middle East? What recent events have increased tensions in the region? Why are Islamic groups enthusiastic about Pakistan's nuclear tests? In your opinion, is this pride justified? Give reasons to support your answer.

2. Why might weapons of mass destruction present a greater threat than nuclear arms, especially in the Mideast? Why do many Mideast nations aspire to become nuclear powers? Explain why many in the Mideast accuse the U.S. government and other western powers of a "double-standard." Is this a valid criticism?

Why or why not? How might the nuclear arms race in the Mideast be controlled? What is the appropriate role for the international community to power in regional politics? Do you think as more nations gain nuclear capability that the chance of war will decrease or increase? State your rationale.

3. Divide the class into groups representing Mideast nations including Israel, Syria, Egypt, Libya, Iraq, Lebanon, and Iran. Have each research the development of nuclear weapons technology and underlying political and military strategies in the nation to which they are assigned. Within each group, students should debate the future of weapons development. Is increased nuclear force a deterrent? Would the money be better spent inventing advanced conventional warfare technologies? Would they be prepared to enter a treaty to dismantle or stop development of nuclear arms? After each group comes to a consensus, hold a summit of the "nations." Are their strategies compatible? What areas of cooperation are possible? What is the best way to deter those with the capability from taking advantage of their nuclear arsenals?

LINKS:
http://www.arabicnews.com/ansub/Daily/Day/971009/1997100930.html
http://www.ida.net/users/pbmck/xsoynuc/afcmdest/mideast/egypt.htm

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Political Front

Political Front

Cuba/U.S. Visa Lottery

1. Why is a lottery necessary to determine which Cuban citizens may emigrate legally to the United States? Is this a fair way of making this decision, in your opinion? Why or why not? Do you think luck should be the primary determination of who is allowed to emigrate? Explain.

2. Review some of the reasons given by people in the video segment for their desire to move to the U.S. What educational and vocational requirements must "winners" meet before they are accepted? The couple in the video segment have both entered the lottery; suppose only one wins. Do you think each would be willing to leave their homeland alone? Would you? Why or why not?

3. Introduce students to the idea of immigration quotas. The U.S. government has agreed to issue at least 20,000 visas per year to Cubans. Discuss possible results if the number of immigrants was unlimited, as it once was. Read Emma Lazarus' poem, "The New

Colossus," that appears within the pedastal of the Statue of Liberty (a copy of the poem is available from the first website below). Ask students to "modernize" the poem to reflect the U.S. policy toward immigration in current times. Has the attitude toward immigrants shifted? Have the emigrants who come to the U.S. changed? In what ways?

LINKS:
http://www.libertystatepark.com/emma.htm
http://www.dnai.com/~mschulz/

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Inside Asia

Bali Tourism

1. Why are tourists drawn to the island of Bali? For what reasons have tourists been leaving Jakarta? How has unrest throughout Indonesia affected Bali's economy?

2. What are Balinese doing to lure tourists back to the island? Why are citizens committed to preserving the peace there? How might tourism benefit or suffer from Asia's widespread economic crisis?

3. Challenge students to devise ways to maintain tourism in Bali. Have them research the websites given below to make a list of the attractions featured on the island resort. Ask them to develop guidebooks using photos, information, and maps. Invite individual students to give "virtual tours" of Bali, using the guidebooks. Follow up by having students mount a tourism campaign based on the information they have gathered.

LINKS:
http://www.bali-paradise.com/news/980515.html
http://www.indo.com/update/index.html

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Culture Watch

Changing Angels

1. What were the primary aims of the Guardian Angels when they were first formed in the 1970's? How has their mission changed? Why do critics consider the Angels "vigilantes?" Why do

supporters feel they deserve credit for helping reduce crime in New York City? With whom do you agree? Explain.

2. Why does Curtis Sliwa maintain there is still a need for the Guardian Angels? Do you think there is a difference between the perception of danger and reality? Explain. Why do you think Guardian Angel membership has declined in recent years? How has the group tried to evolve with changing times? How might the Angels make themselves more relevant in today's more conservative atmosphere?

3. Direct students to the websites below to study the history and the goals of the Guardian Angels. One new focus of the group is the formation of the CyberAngels who patrol the Internet to discourage fraud and pornography. Review the arguments presented in the video segment which alternatively present the Angels as hotheaded vigilantes or as defenders of community values. Divide the class into two groups and organize a formal debate of this premise; Resolved: The Guardian Angels are a valuable resource in the fight against crime.

LINKS:
http://www.cyberangels.org/angels/gangels.html
http://www.cybernothing.org/jdfalk/

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TODAY'S NEWS TERMS

arms race	**nuclear bomb**	**Bali**	**tourism**
lottery	**quota**	**"Guardian Angels"**	**vigilante**

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CNN NEWSROOM WORLDVIEW

July 7, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:25**	1:25
Top Story	Tough economic times signal a rough political road ahead for Russia's President Yeltsin.	**4:00**	5:25
In the Headlines	FLAGLER COUNTY EVACUEES GO HOME	**:25**	5:50
Who Said It?	A quote by Canadian author Marshall McLuhan	**:20**	6:10
International Desk	Iraqi listeners tune in to a radio station that is their window to the world.	**3:05**	9:15
First Fans, Part II	Many presidents use sports to promote their images, but some "strike out."	**4:05**	13:20
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:20
Top of the World	In spite of international aid, North Korea still faces a food crisis.	**2:35**	17:55
Inside Russia	Medical care in Russia suffers from a lack of technology and supplies.	**2:00**	19:55
Did You Know?	The Philippines celebrates 100 years of independence.	**3:45**	23:40
Culture Watch	Since the Cold War, movies have offered different views of the nuclear threat.	**3:20**	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

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Instructional Programs From CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

Rumblings in Russia

1. What are the demands of coalminers protesting in Russia? Explain the reasons behind Russia's current economic crisis. What are the signs of economic trouble in Russia? Why do some fear that social unrest may not be far behind?

2. A bad economy is often bad news for a political leader. How do President Yeltsin's approval ratings mirror the state of his country's economy? How has Russia's parliament joined in the chorus of criticism for the president? Who are the communists? Why do they appear to be "waiting in the wings?" Use this opportunity to familiarize students with the Communist Party in Russia and its rise and fall from power. Direct students to research the events that brought communism to power and those that contributed to its collapse. Have students share their information and discuss why ultra-nationalist interests, like Russia's communists, usually find fertile political ground for their agendas in the midst of an economic crisis.

3. What is the government's priority in this economic crisis? How is the government justifying this all-out attempt to collect taxes? What is Gazprom? Why do you think going after this company for taxes is a politically risky move for President Yeltsin?

4. What events have led to the current economic and political problems in Russia? Have students work in groups to investigates the circumstances and events that have led to Russia's current crisis. Have groups share their information and discuss how these circumstances/ events have impacted the Yeltsin presidency. Challenge each group to predict the outcome of this crisis and explain the reasoning behind that speculation.

LINKS:
http://www.russiatoday.com/
http://www.mmhschool.com/teach/socialstud/update/up1c.html

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International Desk

Iraq Radio

1. How is Iraq's "Voice of Youth" radio different from what most

people would expect to hear in that country? Why is its format somewhat surprising? Who runs this station? What do they do when equipment breaks? In what way is this station a "window to the world?"

2. Cladestine radio is radio broadcasting that is made available to people who might not otherwise be exposed to different points of view, often in direct opposition to an oppressive government. Publisher and former presidential candidate Stephen Forbes once said that with clandestine radio "you can engage tyrants of totalitarian regimes on a day-to-day basis without firing a single shot." Generate a class discussion about the meaning behind Mr. Forbes' quote. Challenge students to work in groups to find examples of clandestine radio and the countries to which these broadcasts are transmitted. Have each group report on one clandestine radio program/station and its mission. Then discuss: Why do you think Iraq's government allows this station to broadcast its western-style music? According to the video, if the VOY's listeners weren't tuned into this station, what might they be listening to instead? Do you think the Iraqi government considers VOY to be the less of a threat? Explain.

LINKS:
http://news.bbc.co.uk/hi/english/events/crisis_in_the_gulf/world_mediawatch/newsid_58000/58181.stm

http://www.ping.be/tdp/stations5.html
http://www.qsl.net/yb0rmi/freeiraq.htm

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Special Series Special Series

First Fans, Part II

1. Describe how some U.S. presidents use sports to make them appear "more connected to the people." Do you think this is a wise political strategy? Why/why not? According to the video, how has this strategy sometimes resulted in sports "bloopers?"

2. Ask students: Why do you think it is image-enhancing for a U.S. president to be seen engaging only in certain sports? As a class, brainstorm a list of sports you seldom see associated with U.S. presidents (e.g., boxing, hockey). Then group students. Direct each group to pretend it is a group of advisors to the president. Have the group review the class list and choose one sport on that list. Tell groups to imagine that the president has been seen participating in this sport. What negative conclusions

might voters draw from this image? Acting as advisors, have each group write a brief rationale explaining to the president why this choice of sports was not a good idea from a public relations perspective.

LINKS:
http://dent.edmonds.wednet.edu/IMD/presidents.html
http://www.grolier.com/presidents/preshome.html

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TODAY'S NEWS TERMS

Boris Yeltsin	**Soviet Union**	**communists**	**ruble**
Cradle of Civilization	**sanctions**	**blooper**	**Ike**

CNN NEWSROOM WORLDVIEW

Of The World

North Korea Famine

1. What elements have combined to create widespread famine in North Korea? Why is international aid insufficient to alleviate the crisis? Why is information about hunger in North Korea difficult to obtain? Why do you think food aid is being diverted elsewhere? How might international politics affect the flow of aid?

2. According to World Food Program officials, many contributing nations must decide whether to send food aid to North Korea as opposed to Indonesia. Ask students to research the famines in North Korea and Indonesa and list contributing factors. Divide the class into three groups, representing the North Korean government, the Indonesian government, and an international relief agency. Each group should draw on the research to compose position statements relating to the current situation in each nation. Students should present their statements in class. Follow up by holding a discussion of the needs of each country. Where should priorities be set? Is is possible to provide sufficient aid to both nations to minimize their respective crises?

LINKS:
http://www.mmhschool.com/teach/socialstud/update/up11-1.html
http://www.insidechina.com:80/china/news/98070243.html

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Inside Russia

Russia Surgeons

1. What are the biggest barriers to quality health care for the masses in Russia? How are doctors from the United States attempting to help? How do you think the children were selected to receive the operations? Do you think lack of technology is the only impediment to advanced medicine? Why or why not?

2. Have students gather information on international health care partnerships. Many doctors and surgeons from the United States have made important contributions to their colleagues' efforts to reform health care delivery in Russia. Ask the class to imagine they are an advisory board charged with the task of determining the most critical areas of medical need in Russia. Have them assign a "dream team" of medical professionals to meet the challenges presented in their research.

LINKS:
http://www.robust-east.net/Net/russia/doct.html
http://alice.ibpm.serpukhov.su/friends/edusci/science/health.html

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Did You Know?

Philippines Centennial

1. How and when did the Philippines gain its independence? How is their history connected with that of the Spanish-American War? What elements of a republic were in place in the Philippines in 1898? Why do you think Spain sold the Philippines to the U.S.? Were the islands Spain's to sell? Why or why not?

2. What other major historical event is associated with the quest for Philippine independence? Why was their sovereignty delayed? What political and social problems have faced the Philippines as a nation? What is "people power?" How was this principle put to practice? Does the fact that freedom was so hard to win make the people value it more? Explain.

3. It was on June 12, 1898, when General Emilio Aguinaldo, first president of the Philippine Republic, declared independence of his country from Spanish rule, at his residence in Kawit, Cavite. Ask students to research personages who figured prominently during the period 1896 - 1898 and significant historical events that took place in the same era. Based on their research, have them design a "special edition" newspaper front page dated June 13, 1898. The paper should announce the break with Spain and the establishment of the Republic of the Philippines.

LINKS:
http://infofarm.affrc.go.jp/~goddila/revolution.htm
http://www.philcentennial.com/index2.html#toc

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Culture Watch

Culture Watch

Nuclear Films

1. How is "Godzilla" a product of the Cold War? Why do you think people are able to laugh at movies like "Dr. Strangelove?" How does the end of the Cold War present a "problem" for filmmakers? Have the world's villians changed? In what ways?

2. Do you believe nuclear fear has decreased among most people? Why or why not? How has the "shape" of the threat changed? Why do you think so many movie makers are attracted to nuclear themes? Are these the same reasons such films are successful with audiences?

3. Hold a nuclear film festival to demonstrate the alterations of the theme in the post-Cold War Era. Select two of the movies discussed in the video segment for viewing. Have students write reviews of the movies from the perspectives of the times in which they were released. Are the "bad guys" different? How has the context shifted? Ask students to share their reviews in a round-table forum.

LINKS:
http://www.1earth.net/~postmodm/nukemovi.html

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TODAY'S NEWS TERMS

famine	**World Food Program**	**Emilio Aguinaldo**	**centennial**
republic	**Godzilla**	**Cavite**	**health care partnership**

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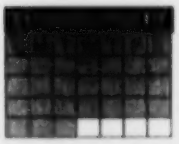
CNN NEWSROOM WORLDVIEW



July 8, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:25**	1:25
Top Story	The United Nations grants additional diplomatic rights to the Palestinians.	**4:50**	6:15
In the Headlines	NIGERIA'S ABIOLA DIES UNREST IN LAGOS	**1:05**	7:20
Capital News	SECRET SERVICE AGENTS TO TESTIFY ZAPRUDER FILM COMES TO STORES	**1:05**	8:25
Business Desk	On-line banking allows customers to manage their finances in the comfort of their homes.	**2:45**	11:10
Business Desk Extra	Young workers shun fast-food jobs for a chance to develop their future careers.	**2:15**	13:25
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:25
Top of the World	Jericho's new casino means opportunity for some, sacrilege to others.	**2:40**	18:05
Political Front	So far, Vietnam has escaped the worst of the Asian economic crisis.	**2:50**	20:55
Short Take	A visit with Japan's spoon man is a mind-bending experience.	**1:50**	22:45
Information Please	-Deserts are overtaking land that once produced food. -Many see the desert as a simple, beautiful place.	**4:45**	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

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U.N.-Palestinians

1. What is the significance of the U.N. vote concerning Palestinian participation in the organization? Why was the United States opposed to the expansion of Palestinian rights at this point in time? Characterize Israel's reaction. How might the U.N. vote affect the continuation of peace negotiations between Israel and the Palestinians? What are the ultimate goals of the Palestinians? In your opinion, does increased U.N. recognition help further their social and political agenda? Give reasons to support your answer.

2. Why do many of the world's major religions consider the land which is now Israel an important region? Why did the United Nations establish the modern state of Israel? What effect did this "partition" have on the Arabs who occupied what was then known as Palestine? Why has there been continuing conflict between Israelis and Palestinians? What was the deadline agreed upon in the 1993 Oslo accords? Do you believe the deadline will be met? Why or why not? Discuss various scenarios if an independent state is "declared" by Palestinian leaders.

3. Challenge students to research the history of Palestinian and Israeli conflict using the websites listed below and a variety of other resources. Emphasize such historic events as the 1948 U.N. partition, the 1979 Camp David Accords, and the 1993 Oslo Accords. Have students use the information to create a classroom timeline of the history of Israeli-Palestinian relations since 1948. Follow up by asking students to "read" the timeline from three perspectives: Arab, Israeli, and that of international observers. How might the interpretation of events change according to the "reader's" point of view? Next, ask students to make predictions concerning the possible culmination of the peace process by 1999.

LINKS:
http://www.cnn.com/WORLD/meast/9807/07/un.palestinian.02/
http://www.cnn.com/WORLD/9601/palestine_history/index.html
http://www.pna.net/
http://www.cnn.com/SPECIALS/1998/israel/

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[redacted] **Business Desk**

On-line Banking

1. What are some services one can expect from a traditional bank? What services are offered by many on-line banks? Discuss some of the benefits and downsides of banking on-line.

2. Why are many consumers still apprehensive about banking on-line? What kinds of information might a customer not want to risk on the Internet? Why? Why do you think that those customers who do bank on-line prefer to deal with an established bank rather than an Internet bank "with no bricks and mortar?"

3. Challenge students to determine the level of consumer comfort with on-line banking in their community. As a class, brainstorm a list of questions one might ask on a survey to determine that comfort level. Examples might be: "Have you ever used banking services on the Internet?" "If so, were you satisfied with that service?" "If not, would you consider using on-line banking?" "What could persuade you to try banking on-line?" Have the class assign a scale for respondents, for example, a scale of 1 to 5 where 1 means "strongly agree," and 5 means "strongly disagree." Then have students work in groups to conduct their surveys of adults and return with their data. Collate the data and determine whether consumers in your community have a reasonable level of comfort with on-line banking. If not, return students to their groups and challenge each to come up with a campaign to win over consumer confidence. Groups may want to focus on issues of security and service in their campaigns. Have each group present its campaign and offer an evaluation of the others.

4. Financial services and other businesses on-line typically use encryption to make transaction information (account numbers, credit card numbers) unreadable. To demonstrate encryption for your students, have them visit the last website below. (Please note the specific browser requirements). Why is it necessary that encryption be a "random" process? If consumers could see this demonstration, do students think they'd be more likely to transact business on the Internet? Why/why not?

LINKS:
http://www.orcc.com/banking.htm
http://www.bankrate.com/brm/archive_online_banking.asp
http://www.nfcu.org/secure.htm
http://www.tropsoft.com/aboutenc.htm

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Business Desk Extra: Summer Jobs

1. Why did merchants have difficulties in filling seasonal jobs this summer? What strategies are employers using to attract workers? Who has the most to lose from this situation? What group has the most to gain? Explain.

2. How have young peoples' attitudes towards work changed in recent years? Cite possible causes for this trend. Would you be willing to take a job that is not as interesting to earn higher wages? Why or why not?

3. Divide the class into three groups, one representing local merchants, one representing corporations offering career-based (but non-paying) internships, and one representing teens considering how to spend their summers. Have the two " potential employer" groups plan strategies to attract students looking for jobs. Have members of "labor pool" group examine their personal interests and financial needs, and devise talking points to "sell" their skills. Hold a series of mock interviews in which students interview with the employment group of their choice. Discuss the results in an open forum. Does the premise of the video segment hold true in your community?

LINKS:
http://www.summerjobs.com/text_index.html
http://www.coolworks.com/showme/default.htm

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TODAY'S NEWS TERMS

Camp David Accords	**Oslo Accords**	**Palestine**	**General Assembly**
mortgage	**brokerage**	**job fair**	**internship**

CNN NEWSROOM WORLDVIEW

Top of the World

Top of the World

1. What is a casino? Why do some religious groups object to

casinos? Who is opposed to the casino being built in Jericho? Why? Why do some of Jericho's residents want the casino?

2. What happened when CNN's camera crews tried to film people training for the casino's gaming tables? Why do you think they reacted this way? Why is the Jordanian man who was interviewed working at this site? Explain why he will not be able to enter the building he is helping to construct.

3. Who controls Jericho? What industry did they hope would revitalize the city? Why do you think this has not happened?

4. Generate a class discussion about Jericho's unemployment rate, which stands near 25%. Ask students to explain what this means. Then compare this unemployment rate to unemployment in the U.S. Explain to students that in the U.S., approximately 4 out of every 100 people are currently out of work; in Jericho, the ratio is 1 out of 4. How might such widespread unemployment impact everyone who lives in Jericho? How does this situation explain why many in Jericho are "seemingly willing to gamble on the hereafter to deal with the needs of the here and now?"

5. Ask students to pretend they are residents of Jericho, from strict religious families. Considering both their religious beliefs and the current state of the economy, would they take jobs in the casino? Have each student write a brief essay explaining what he/she would do and the rationale for that action.

LINKS:
http://www.pathfinder.com/money/latest/rbus/RB/1998Jun15/413.html
http://www.israelwire.com

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Political Front

Political Front

Vietnam Economy

1. How is Vietnam faring economically, compared to its Asian neighbors? Why has the country so far been spared from the worst of this crisis? What factors make it still vulnerable to economic problems? According to the U.S. Ambassador, how can Vietnam prevent itself from a full-blown caseof Asia's economic flu?

2. Group students. Tell them that they have been appointed to a special committee by Ambassador Peterson to help attract business and investment to Vietnam. Have each group conduct research to learn more about Vietnam's resources, economy, and

current climate for business. Direct each group to use its findings to create and present a multi-media campaign promoting Vietnam as "the new address for business in Asia."

LINKS:
http://208.202.26.213/frcont02.htm
http://vietnamaccess.com/news/news8-6.htm
http://www.cineca.it/untpdc/incubator/vnm/tphan/vietna~1.htm

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Short Take

Japan's Spoon Man

1. How does the bartender in the video amaze his customers? What other unusual feats does he perform? What is psychokenesis? How do those who practice it claim to be able to bend metal and move objects? Do you believe that this is possible? Explain.

LINKS:
http://www2.cnn.com/TECH/9603/mind_bender/index.html
http://www.Urigeller.com/index1.html
http://www.psispy.com/para/psi/pk/

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Information Please

Growing Deserts/Desert Photoessay

1. Why is the availability of livable land an issue to watch in the 21st Century? How much land is lost each year to farming? Why does this happen? What is desertification? What continent is most prone to desertification? Why? How might global warming accelerate this process?

2. What kinds of deserts exist? What geographic and biological features are unique to each? Have students work in groups to select a desert anywhere in the world and research its location, geographic features, ecosystems and any other important facts. Then direct each group to use its data to create a factsheet on that desert. Have groups edit and combine their factsheets into a Deserts of the World reference book to be kept in the classroom.

3. Discuss how some people find beauty in the simplicity of the desert. Do you think the desert is a beautiful place? Explain.

4. What is a photoessay? How do photoessays express ideas and images that words cannot? Challenge students to find places they think are beautiful, natural or human-made, and create their own photoessays. Direct students to take pictures of their chosen sites and mount them on posterboard with brief titles -OR- Have students cut out photographs from different magazines and newspapers to offer images of a particular place, and mount these on posterboard with titles. Display the posters around the classroom as you turn it into a photogallery.

LINKS:
http://www.mobot.org/MBGnet/set1/desert/index.htm
http://www.desertusa.com/
http://www.talamasca.com/~cuccia/photos/yosemite/color/sa.html

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TODAY'S NEWS TERMS

Jericho	**Palestine**	**Hanoi**	**investor confidence**
rule of law	**Sahara Desert**	**desertification**	**photojournalist**

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CNN NEWSROOM WORLDVIEW

July 9, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:25**	1:25
Top Story	A call for stricter gun control legislation launches a crossfire of debate.	3:35	5:00
In the Headlines	NIGERIA DISSOLVES CABINET VIOLENCE IN NORTHERN IRELAND	1:05	6:05
Science Desk	A recent experiment involving neutrinos may carry some significant weight.	2:15	8:20
Science Desk Extra	-Astronomers discover a nearby star system. -Japan docks two satellites by remote control. -Russia announces the end of the Mir project.	5:30	13:50
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:50
Top of the World	Changes in the nature of warfare have had a negative impact on the lives of millions of children.	3:05	19:55
Culture Watch	Meet a Frenchman whose pastime has earned him the nickname "Spiderman."	2:40	22:35
Inside North America	Step aboard *The Cat* and enter a new era of travel by ferry.	5:15	27:40
	CNN NEWSROOM CLOSE	**:20**	28:00

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Instructional Programs From CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM
Top Story

Clinton Gun Control

1. What events prompted President Clinton to call for stricter gun control laws? Why are gun control opponents against limitations of the right to bear arms? Why do gun control advocates support restrictions on this right? In your opinion, is the Second Amendment open to interpretation? Why do citizens have different viewpoints about the amendment's meaning?

2. Should adults be responsible for the violent acts of minors under their care? Why or why not? How are some gun enthusiasts responding to increase safety and firearms education? Do you believe such programs are effective? Why or why not? Have gun control laws helped decrease violence? Explain. Do you agree that teens are influenced by violent images in the media? Are the recent school shootings just isolated incidents or signs of a trend among young people? Support your answer.

3. The first two websites below present a balanced summary of the arguments by gun control and gun rights advocates. Guide students as they examine the positions of the different authors in the pro-control and anti-control articles. Many viewpoints from other parts of the world are also offered. Suggested activities include:

   Allowing students to summarize their personal opinions concerning gun control legislation and contribute e-mail to the "Let's Talk About Gun Control" group.

   Encouraging students to correspond with their U.S. Congressmen and Senators about President Clinton's proposals.

   Organizing a debate surrounding the premise; "Resolved: Access to firearms should not be limited."

   Challenging students to discuss and reach consensus to "revise" the Second Amendment and "clarify" its intent.

   Inviting students to imagine they are journalists from another nation visiting the U.S. Their assignment is to illustrate how U.S. gun violence is perceived internationally.

LINKS:
http://www.orst.edu/dept/eli/bookmarksample.html

http://www.letstalkabout.com/guncontrol/guncontrol.html
http://allpolitics.com:80/1998/07/08/clinton.guns/
http://www.nra.org/welcome.htmlhttp://www.nra.org/welcome.html

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Science Desk

Neutrinos

1. What are neutrinos? Where are they found? What have scientists discovered about neutrinos? What makes this discovery so important it could "revolutionize our thinking about the universe?" What questions does this discovery help address?

2. There are several different types of neutrinos known to scientists. The scientists in this story discovered oscillations (changes) in the numbers of each type of neutrino related to the distance they had to travel. They explained that this could only happen if neutrinos had mass. This discovery could help explain why there is a large discrepancy between the amount of matter previously thought to exist in the universe and the rate of the universe's expansion. How could the amount of matter present in a part of space make a difference in the way it "behaves?" Have your students investigate the relationship between mass and gravity (the more mass something has, the more gravity it has). Then have them explain how this relationship relates to the neutrino discovery.

3. Given their incredibly small size, how do you think scientists could detect the presence and type of these neutrinos? What readily available liquid naturally magnifies substances placed within it (water)? How could you relate this to a method of finding neutrinos? If you were to use the amount of light or light pattern given off to distinguish one neutrino from another, what kind of conditions would you have to create to "see" them? After answering the above questions, have students go to the third website and explain how they think the apparatus works.

LINKS:
http://www.phys.hawaii.edu:80/~jgl/qa_lay_version.html
http://exosci.com/news/67.html
http://www.phys.hawaii.edu:80/~jgl/detector.gif

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Science Desk Extra

1. What leads astronomers to believe that Epsilon Eridani's solar system may be a great deal like our own? How old is our solar system? How old is Epsilon Eridani? Why do scientists believe there is no life surrounding Epsilon Eridani? Do you believe there is life outside our solar system? Why or why not? What elements of this new discovery indicate the need for further study?

2. How did Japan make "space history?" List possible applications of remote satellite control. How is space exploration an international effort? What other new technologies can you think of that have come from the quest to conquer space?

3. Why is Mir being abandoned? What might financial problems mean for the future of the Russian space program? Why has Russia (the former Soviet Union) traditionally been considered a leader in the space industry? How did the "space race" eventually help improve relations between Russia and the United States?

4. Why do you think the space program has lost prestige among the Russian public in recent years? What are the implications of this loss of support for international efforts in space? What problems has Mir experienced? Do you believe the abandonment of Mir is "shortsighted" as the cosmonaut in the video asserts? In your opinion, should space exploration be a priority for a government? Give reasons to support your answer.

5. Alexei Leonov first walked in space in 1965. Ask students to consider the idea that this cosmonaut has seen space exploration and technology evolve beyond his wildest dreams (even the ones of flying). "Orbiting garbage can" or not, the Mir experiment has proved that people can live outside the Earth's atmosphere for extended periods of time. Have students imagine they are science fiction authors in 1965. Invite them to write stories entitled "1998 Space Odyssey," in which they "go back to the future" and predict the state of Russian space endeavor today--from the point of view of someone living 33 years ago. Compile the stories and publish them in a classroom collection.

LINKS:
http://www.spaceviews.com/features/mir/display/index.html
http://www.gbnet.net/orgs/seds/links/links-russia.html

http://liftoff.msfc.nasa.gov/rsa/rsa.html

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TODAY'S NEWS TERMS

Second Amendment	**gun control**	**solar system**	**neutrino**
mass	**elementary particles**	**cosmonaut**	**Mir**

CNN NEWSROOM WORLDVIEW

Children of War

1. Explain how the changing nature of warfare has changed the "rules" of war to involve children. In addition to the casualties, how does armed conflict ultimately affect children? Why do you think some warring factions are using children as soldiers? According to United Nations Representative Olara Otunnu, what message should the world send these factions? The video suggests that one way of sending this message would be to cut off support for those factions who do not protect children. Do you think this is a viable way of achieving this objective? State your rationale.

2. Introduce students to the plight of children of war by having them consult the Internet sites below. Direct them to note the atrocities against children as well as the places around the world where the problems of children are most severe. Share student findings in class discussion. Generate a list of the "Ten Most Wanted" nations for their poor treatment of children. Challenge each student to write a essay with his/her ideas for improving the status of children in these nations.

3. Individual rights in the United States are outlined in the Bill of Rights. What rights and liberties would students include in a global "Bill of Rights" for children? Challenge groups of students to brainstorm and draft such a bill and share their ideas with the class. Then direct groups to research the principles and provisions of the U.N. Convention on the Rights of the Child (see last website below.) In class discussion, compare these principles and provisions to those created in students' global "Bills of Rights." Are there many similarities? If many of these ideals are universally accepted, why do students think so many atrocities are committed against children? Discuss.

LINKS:
http://www.oneworld.org/child_rights/ch_war.html
http://www.hrw.org/hrw/campaigns/crp/index.htm
http://www.unicef.org/crc/conven.htm

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Culture Watch

France's "Spiderman"

1. Why is Alain Robert better known by many as "Spiderman?" Why does he claim to be the "real Spiderman?" What are some of his conquests? How does his wife feel about his desire to scale tall buildings? Does Mr. Robert see the danger in what he does? Explain. Why do you think his hobby is illegal?

2. Use this opportunity to generate practical applications of mathematics from "Spiderman's" activities. Group students. Challenge each to research and come up with one math problem or activity related to Mr. Robert's climbing. For example, one group may want to research the comparative heights of some of the buildings he has climbed and create a labeled bar graph to illustrate this comparison. Another may wish to construct a word problem involving rate, time and distance for Mr. Robert to scale one tall building. Have each group present its activity/problem, and where applicable, challenge students in the class to solve it.

LINKS:
http://www.dcircle.com/wtb.html

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Inside North America

The Cat

1. What is the *Blue Nose*? Why is it being replaced? What benefits does *The Cat* offer over the *Blue Nose*? How will the new vessel change the trip experience?

2. How would you describe a ride aboard *The Cat*? This ferry has been called "The *Concorde* of the Seven Seas" by some. What does that mean? The 300 foot *Cat* cuts what was a six-hour journey on a traditional car ferry down to about two and a half hours. Generate a class discussion comparing the maiden

voyage of the *Blue Nose* in 1956 to the maiden voyage of *The Cat*. Then challenge students to project themselves 40 years into the future and pretend they are on the maiden voyage of the next ferry to Nova Scotia. Have students write journal entries that describe the experience.

LINKS:
http://www.fosters.com/news98/march/07/xau0307c.htm
http://www.peisland.com/ferries/me-ns1.htm

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casualties	**orphans**	**civilian**	**handgrips**
common sense	**Nova Scotia**	**ferry**	**maiden voyage**

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CNN NEWSROOM WORLDVIEW

July 10, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:40**	1:40
Top Story	The Clinton Administration launches a $2 Billion anti-drug campaign.	4:35	6:15
Editor's Desk	There's some wacky stuff on the Internet.	2:45	9:00
Communication Transformation	Silicon Valley companies are turning to teens for their high-tech expertise.	2:45	11:45
Beyond the Game	A 14-year old softball player refuses to wear the team sponsor's jersey.	2:35	14:10
TOSS TO CNN NEWSROOM WORLDVIEW		**1:00**	15:20
Top of the World	In spite of rising crime, Mexico is still the destination of many U.S. tourists.	2:35	17:55
Inside Africa	Egypt struggles to rebuild its tourist industry after a terrorist attack.	3:30	21:25
Did You Know?	India's nature reserves are home to many species of migratory birds.	2:30	23:55
News Quote	Caterers make working on the movie set a "tasteful" experience.	3:20	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

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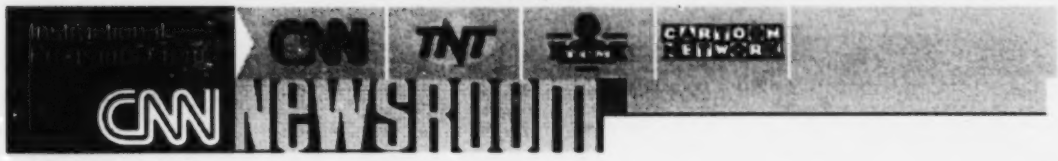

Top Story

Clinton Drug War

1. Describe the Clinton Administration's latest anti-drug effort. How much money is involved in this program? What percentage of this budget will be spent on television ads? Besides television, what other media will be used in this war on drugs? Who are the targets of this all-out media blitz?

2. Why are some critical of this campaign? Do you agree or disagree with the argument that kids already have "too much" information on drugs? Explain. What were some of the reactions to these ads? Have you seen any of these ads in their entirety? If so, what is your opinion of the ones you have seen?

3. As with any social issue, there are disagreements over how to address the problem of drug abuse in the U.S. What do students think of the efforts with which they are familiar? What do they think works? In their opinions, what approaches do not? Group students and direct them to research some of the different anti-drug campaigns as well as some critic's views of these efforts. Reconvene the class and have groups share their findings. Challenge each student to take one of these campaigns and write an analysis and review of it. What is the campaign's message? How does it convey this message? Does the student believe it is effective? Why/why not? Have students share their reviews.

LINKS:
http://www.americaspride.com/pages/release102897.html
http://www.drugfreeamerica.org/
http://www.io.com/~patrik/abcdrugs.htm

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Editor's Desk

Internet Wacky

1. Why do you think many people "live" on the Internet? What are the positive and negative aspects of total freedom on the web? How has the exchange of ideas via computers changed society in recent years? What type of information is readily available on the Internet? What kind of information is difficult to find?

2. Why do you think people post "weird, strange, wacky," or highly personal web pages? What are your favorite sites? Why are you drawn there? What improvements or advancements would you

like to see in terms of Internet information? Is some of the information unfair or inaccurate? Should there be controls over the content of the Internet? If so, how could this be accomplished? Who should be responsible? How could this be done within the constraints of the Constitution?

3. Introduce students to the debate over freedom of speech and expression on the Internet. There are some groups who want to censor the information available on the web, or limit access. There are others who support unlimited liberty to produce any forms of expression. The two websites below represent directly opposing views on the topic. Invite students to visit the sites and summarize the ideas presented.

   Sample from first site: "Extremism in defense of liberty is no vice. Tolerance in the face of tyranny is no virtue." Welcome. On this site you will find a wide range of information concerning attempts around the world to censor what we can say and see on the Internet. If you're not sure which side of the censorship debate you're on, or simply want to be better informed about the issues and/or ways of protecting children, these pages aim to help. Some sections will also be of interest to those of you who've decided it is time to do something before the Net becomes entirely a kindergarten!

   Sample from second site: "If there is a dividing line between liberty and license, it is where freedom of speech is no longer respected as a procedure of the truth and becomes the unrestricted right to exploit the ignorance, and to excite the passions, of the people. Then freedom is such a hullabaloo of sophistry, propaganda, special pleading, lobbying, and salesmanship that it is difficult to remember why freedom of speech is worth the pain and trouble of defending it."

   It may be worthwhile to point out the quote from the first site is a "misquote." Goldwater actually said, "Extremism in defense of liberty is no vice. Moderation in the pursuit of justice is no virtue." Would laws controlling the Internet account for misinformation? Would people have recourse against libel and slander? What forms would this "policing" take? Should the web be an open forum for the free exchange of ideas? Organize a debate of the issue based on students' research.

4. Allow each student to design his or her "perfect" website using either computer technology or art materials. Set up a classroom "net" and allow students to surf each site. Which are most appealing? Why?

LINKS:
http://www.mit.edu:8001/activities/safe/resources.html

http://www.pageturners.com/CDA/

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Communication Transformation: Teen Techs

1. Why are teen workers attractive to Silicon Valley companies? What are the advantages for the teenagers? For the companies? Why do you think teenagers are often more qualified than older people for technology-related jobs? In the video segment, it says adult experts earn up to three times as much as teens. Do you believe the young people should be paid a comparable wage for the work they do? Why or why not?

2. What are the possible pressures of life in the corporate world? Why do you think the teens in the video are choosing to work in the summer rather than vacationing? Why is the computer industry one of the most competitive? What predictions can you make about future employment opportunities in the technology field?

3. Hold a classroom job fair and have students investigate possible employment in technology-related industries. Have them select jobs in which they may be interested and produce mock resumes outlining their qualifications for the positions.

LINKS:
http://www.best.com/~valley/svhistory.html
http://www.internetvalley.com/top100am_vendors.html

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Beyond the Game: Protesting Player

1. Why is softball player Krystle Newquist spending the season on the bench? Why is a liquor store's name on the back of her jersey? How is she protesting? What was the response of league officials when she asked to play with a different team? What compromise has the Newquist family offered? How did the league respond to this idea?

2. Generate a class discussion about alcohol advertising. Are clothes bearing alcoholic beverage names (t-shirts, hats, jackets)

allowed in your school? If not, what is the rationale for this rule? Do students think that alcohol advertising has an impact on young people? If so, to what extent? Have students work in groups to research both sides of the issue of advertising and alcohol. What limits on this kind of advertising have been recommended, and by whom? Why do some groups oppose limits on truthful advertising? Have groups present their information. Compare this situation to the current controversy in Washington over the tobacco industry. Had a tobacco company wanted to sponsor Krystle's team, what do students think the league would have said? Do students find this consistent with the league's current position? Explain.

3. Divide the class into three groups. Have the first group represent Krystle and her family, the second the owner/management of the Carousel Lounge, the team's sponsor, and the third the Lemont Little League Association. Remind groups of these facts of the case:
a) Krystle's grandmother died of cirrhosis of the liver.
b) Krystle's family paid for her to play ball without knowing the team's sponsor was a bar and has offered to buy new jerseys.
c) The bar's owner paid $250 to sponsor the team, which was acceptable to the league.
d) The league needs business sponsorship.
e) The league has refused Krystle's request to change teams.
f) Changing the jersey in midseason could set a negative precedent for the league, and discourage sponsorship.
Have groups meet and discuss the facts among themselves. Direct each to brainstorm possible compromises its side might be willing to accept. Reconvene the class and have each group appoint a spokesperson to reiterate its position and offer its compromises. As a class, determine whether a compromise can be achieved. If not, whose interests should be put first?

LINKS:
http://www.ndsn.org/APRIL95/MADD.html
http://www.usakids.org/sites/caa.html
http://www.aaf.org/bans.html

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Editor's Note

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TODAY'S NEWS TERMS

pilot project	**Barry McCaffrey**	**censorship**	**freedom of speech**
Silicon Valley	**consulting**	**sponsor**	**waive**

CNN NEWSROOM WORLDVIEW

Mexico Crime and Tourism

1. Cite information from the video to that indicates Mexico has a serious crime problem. Are Americans the only targets of these criminals? Explain. How has the U.S. Embassy reacted to this crime wave? Have U.S. authorities issued a travel warning for Americans planning to visit Mexico? Explain. Why do you think the Embassy has reacted slowly? How could a sudden downturn in travel from the U.S. might affect Mexico's economy?

2. What are some of the safety tips authorities are issuing to Americans traveling to Mexico? What safety tips would you suggest to any traveler, especially to those traveling to unfamiliar places? Have students work in groups to research some of the things travelers can do to protect themselves against crime, and share their findings. Combine all groups information into an informative brochure and distribute it to other classes for their use during the summer and holiday traveling seasons.

LINKS:
http://www.usbc.org/info/mexwatch/9810.htm
http://www.quinwell.com/safety.html
http://www.casto.com/resource/travel_tips.cfm

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Inside Africa

Egypt Tourism

1. Why has international tourism to Egypt declined over the past few months? Who was responsible for this attack? How are Egyptian authorities coping with this crisis?

2. Although many tour operators are reluctant to resume business in Egypt, the government is hopeful that the country's beauty and history will win tourists back. If you had a vital interest in Egypt's tourist industry, what would you say or do to persuade travelers to visit? Pose this question to groups of students, then have each research information on Egypt's tourist attractions and natural wonders. Direct each group to prepare and present a multimedia presentation designed to revive the tourist trade in Egypt.

LINKS:
http://www.go-global.com/warnings/Egypt.html

http://www.infohub.com/TRAVEL/TRAVELLER/AFRICA/egypt.html

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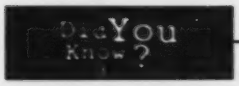

India Sanctuary

1. What bird species are attracted to India's temperate nature reserves? Why the sanctuary an ideal habitat for birds? How extensive is India's system of wildlife conservation? Why does the government place such a high value on the preservation of rare bird species? What threats exist to the wildlife in the sanctuaries? How might these dangers be minimized? What positive signs indicate the birds will continue to be safe inside the preserves?

2. Have students study the ideal habitats of India's migratory birds. Ask them to design a game preserve that would best shelter and protect the heron, egrit, and spoonbill. Remind them they must balance the needs of human development and tourism with the need to maintain a safe environment for wildlife. What conflicts exist? How can facilities best serve the needs of visitors and the birds they come to see?

LINKS:
http://www.gl.umbc.edu/~sjoshi1/mirror/wildlife.html
http://www.envirolink.org/arrs/vanishing.html
http://www.incore.com/india/graphics/wildwest.html

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Movie Set Catering

1. Why is catering so important to the quality of life for those who work on movie sets? What unique challenges exist for those who serve food in unusual locations? Why is variety important? Why do the "movie chefs" often prefer their jobs over more traditional careers in food service? What do you believe would be the pros and cons of such a job? What other businesses can you think of that support the movie industry, in addition to the actual production of the films?

2. Invite students to select favorite films and plan specialized menus to celebrate the movie's theme. For example, one might

choose a seafood theme for a "Titanic" dinner. Encourage students to come up with creative titles for the menu items and include recipes. Publish these in a classroom cookbook collection and make copies for students to share with their families and friends.

LINKS:
http://www.naplesnews.com/today/neapolitan/oscfood.htm
http://www2.catersource.com/catersource/html/faq.html

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Editor's Note

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TODAY'S NEWS TERMS

Aztec	**metropolis**	**embassy**	**antiquity**
migratory	**sanctuary**	**temperate**	**catering**

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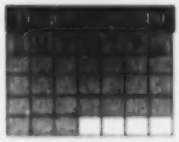
CNN NEWSROOM WORLDVIEW



July 13, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	The idea for the World Cup was French in origin. France finally wins the trophy.	3:15	4:50
In the Headlines	THREE DIE IN NORTHERN IRELAND JAPAN IN POLITICAL TURMOiL	1:30	6:20
Environment Desk	In the Lone Star State, there's a Texas-size brawl over the tiny salamander.	3:15	9:35
Invader Species	Birds have virtually disappeared from Guam, victims of the brown tree snake.	3:45	13:20
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:20
Top of the World	One year after the handover, Hong Kong faces problems no one expected to encounter.	3:55	19:15
Inside Asia	A new generation of Peace Corps volunteers takes on the challenges of rural Thailand.	4:30	23:45
Taking Care of Business	In the U.S., teenagers carry the clout at the box office.	3:05	26:50
	CNN NEWSROOM CLOSE	**1:10**	28:00

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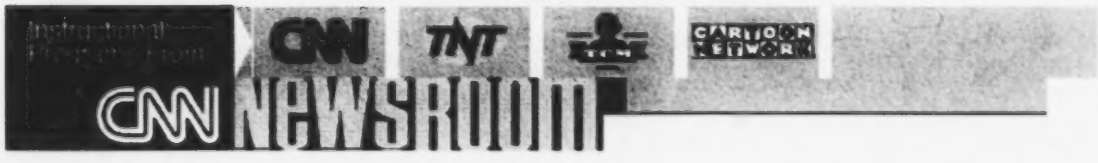

Top Story

France World Cup

1. Why is it significant that France has won its first World Cup championship? For what reasons was the match considered an "upset?" Why do you think the celebration was so great in France? Sometimes, sports victory scenes turn violent. Why do you think this crowd was so "amiable" as described in the video segment?

2. Why do you think sports are often a reflection of national identity and pride? What are the specific appeals of soccer for an international audience? Give some possible reasons for the recent decline in French nationalism. How might winning the World Cup "turn the tide?"

3. Have students visit the websites below to trace the history of World Cup soccer. The idea for the World Cup was French in origin, and the first series held in 1930. Invite students to assemble a collection of significant World Cup events and statistics. Ask them to include such facts as all-time champions, all-time attendence, most goals by a player, past MVP's, highest scoring matches, most goals in a match, and tournaments that occurred within a political and social context. Compile this information into a "World Cup Stat Book" to add to your classroom library.

LINKS:
http://cnnsi.com/soccer/world/events/1998/worldcup/history/

http://cnnsi.com/soccer/world/events/1998/worldcup/news/

1998/07/12/france_first/
http://sports.excite.com/wcs/

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Top Story

Environment Desk

Endangered Salamander

1. What is happening to the Barton Springs Salamander? Describe the lawsuit filed recently concerning these salamanders and the Barton Springs pool. What federal legislation protects the salamander? What other factors in the area are contributing to the demise of the salamanders?

2. Amphibian translated from the Greek literally means "two lives." Amphibians spend part of their lives attached to the water and lay their eggs there. These salamanders are special because they require a consistent water temperature around 68 degrees and because they need

very clean water to survive. For these reasons, in previous years their presence has been used as an indicator of water quality. Why do you think an attorney who usually represents developers would file this lawsuit? Why are environmentalist organizations opposing the suit? How do the possible motives of the individuals involved in this suit compare with their actions?

3. Now that the Barton Springs Salamander is protected under the Endangered Species Act, the federal government will have to devise a plan for its protection and repopulation. Have your class divide up into small groups and devise a plan that both repopulates the species and would be acceptable to both sides of the current controversy. When the plans have been developed, have groups take turns presenting them and compare results.

LINKS:
http://www.utexas.edu/ftp/student/scb/newsletter/96_spr/salamander.box.html

http://www.weeklywire.com/ww/06-15-98/austin_pols_feature1.html
http://www.austin360.com/news/features/springs/barton23.htm

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Special Series

Special Series

Guam Brown Tree Snake

1. Why are Guam's birds endangered by the brown tree snake? Why is the infestation exacerbated by the fact the snake is not native to the island? What problems are caused by the brown tree snake in addition to the threat to its prey? What bird species are extinct as a result of the snake? How have the extinctions affected wider ecosystems?

2. Why are biologists concerned the brown tree snake may invade other areas of the world? What steps are being taken to prevent the snake from leaving Guam? Why do you think the brown tree snake has been so difficult to eradicate? Do you think the damage in Guam could be repaired? Why or why not? How might people be educated about the danger the snake represents?

3. Challenge students to research the infestation of the brown tree snake on Guam and devise ways to prevent its spread to other ecosystems. Direct them to the websites below to investigate the extent of the snake's impact. Have them make a map which delineates the areas in which the brown tree snake has had the severest impact; areas in which it has already spread to a limited extent; and areas that are not infested, but are immediately threatened. Next, ask teams of students

to make two-stage plans aimed at the control and eradication of the snake. The first stage of the plan should outline strategies to keep snakes within the parameters of infested areas. The second stage should contain a plan to eliminate the snakes and prevent them from breeding. Students should share and discuss the plans in an open forum.

4. By the early 1980's the effect of the brown tree snake on Guam's birds was dramatic, with several species well on their way to extinction. Unfortunately, some were lost forever; however, the Guam rail and Micronesian kingfisher survive in zoos as remnants of the once flourishing bird life of Guam. The birds were brought to zoos as a cooperative effort between the U.S. Fish and Wildlife Service and Guam Department of Natural Resources with the goal of some day repatriating Guam. Have students research the native birdlife of Guam to catalogue those which are extant and which are extinct (the fourth website below contains a wealth of information). Discuss the possibilities of redevelopment of Guam's biodiversity.

LINKS:
http://www.aphis.usda.gov/ws/bts.html
http://mindspring.com/~crash63/bts_links.htm
http://www.catalinas.net/seer/er/tnc/snake.htm

http://www.discovery.com/DCO/doc/1012/world/nature/snakes/snakes1.2.html

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TODAY'S NEWS TERMS

World Cup	**soccer**	**salamander**	**amphibian**
watershed	**Guam rail**	**biodiversity**	**extinction**

CNN NEWSROOM WORLDVIEW

Hong Kong, One Year Later

1. What happened to the status of Hong Kong one year ago this month? What kinds of changes were some people expecting at the time? What changes have actually taken place? Have any of the fears of a Chinese political repression materialized? Explain.

2. Instead of political problems, what kinds of problems are the people of Hong Kong experiencing? Are these issues are related to similar problems around Asia? Direct students to work in groups to

investigate the current economic climate throughout Asia and how it has impacted Hong Kong. Have groups share their findings. Discuss the roles of international investors and the Chinese government in dealing with the current economic concerns of Hong Kong. Why do students think the Chinese government seems to be proactive in Hong Kong's economy, while appearing to project a "hands off" image politically?

3. Challenge groups of students to create a "One Year Anniversary" presentation, citing the changes that have occurred in Hong Kong since the handover. Direct groups to research Hong Kong's political, economic and social climate since July 1997 and prepare multimedia presentations for the class.

4. Generate a class discussion about the level of political freedom in Hong Kong. According to CNN's Mike Chinoy, "For the moment, Hong Kong's freedoms appear secure." Ask students how they think Mr. Chinoy arrived at this conclusion. If students were living in Hong Kong, what evidence could they gather firsthand to make an accurate determination on the extent of personal freedom in Hong Kong? For someone living outside China, how might this determination have to be made? Use this opportunity to discuss the differences among kinds of sources of information, such as eyewitness accounts, legal records, newspaper reports, etc. Discuss ways that people get information from different sources, and how much weight should be assigned to each in drawing conclusions.

LINKS:
http://www.intel.com/hk/eng/hktour/
http://bworld.com.ph/handover/updates/story50.html

http://www.news.bbc.co.uk/hi/english/special_report/1998/06/98/hong_kong_handover_anniversary/newsid_118000/118416.stm

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Inside Asia

Peace Corps Volunteers in Thailand

1. Why do people like Allison Lefere and Dale Feiss join the Peace Corps? What do they "earn" from this job? How do they help the people and environment of rural Thailand? According to Peace Corps Director Tom Elam, how does time as a Corps volunteer give a person "a new sense of directon?"

2. Ask students: How is life for Allison, Dale and the other Peace Corps volunteers in Thailand different from yours? Direct students to research the different lifestyle of a Peace Corps volunteer and share

their findings. Then challenge each student to draw upon this information and what he/she has seen in the video to write a diary entry for a "day in the life" of a Peace Corps volunteer in Thailand.

3. Encourage students to learn more about the Peace Corps. Have them consult the Internet sites below to investigate the program, its purpose and requirements for those who are interested. If possible, locate someone who has served in the Peace Corps who lives in your area to make a presentation about the experience to your class.

LINKS:
http://www.peacecorps.gov/
http://www.inlancom.com/MARPCV/suzy/
http://www.royalpages.com/pc/portfoli.htm

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Taking Care of Business

Teenage Movie Clout

1. In the video we learn that teenagers make up only 16% of the U.S. population, yet they buy 26% of the movie tickets sold. Why do you think this is true? How often do you go to the movies? Do the actors that appear on screen have an impact on your decision whether or not to see a particular movie? Explain. Whose movies do you like to see? Why?

2. Challenge students to learn more who the screen idols of the past were by interviewing older family members. Who did parents, grandparents, aunts and uncles go to the movies to see when they were teenagers? Did these movie stars impact their behavior or dress? Have students share their findings in class discussion. Then direct each student to choose one "teen idol" from the past and write a report on that star's life and impact on that generation.

3. Besides the movies, there are other industries upon which the teenage market has a significant impact. Direct groups of students to brainstorm lists of these industries (i.e., cosmetics, music, fast food) and create one new product or service to market to teenagers. Have the groups create an ad or television commercial promoting this product/service and present it to the class.

LINKS:
http://www.demographics.com/publications/fc/98_fc/9801_fc/9801f01.htm
http://www.demographics.com/publications/ad/94_ad/9403_ad/ad542.htm
http://www.demographics.com/publications/ad/96_ad/9612_ad/9612a04.htm

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Editor's Note

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TODAY'S NEWS TERMS

transition	**Beijing**	**PLA**	**sovereignty**
Peace Corps	**docile**	**demographic**	**sequel**

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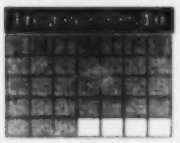

July 14, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	A controversy over Protestant parades threatens to shatter Northern Ireland's fragile peace.	3:45	5:20
In the Headlines	ECONOMIC, POLITICAL PROBLEMS IN JAPAN IMF TO LOAN RUSSIA $17 BILLION	1:05	6:25
International Desk	A dream for prosperity in Romania has become a riches-to-rags story.	3:35	10:00
Invader Species, Part 2	Guam authorities try several approaches to control the brown tree snake.	3:50	13:50
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:50
Top of the World	Egypt's police struggle to stop the cultivation of marijuana in the fields of the Sinai.	2:15	18:05
Taking Care of Business	The devaluation of Japan's yen looks like good news for consumers, but guess again.	2:20	20:25
Fast Fact	Chinese toys are affordable and attractive, but are they made in Santa's sweatshops?	2:30	22:55
Wild Kingdom	Mongolia hopes lovely wild horses and a rich heritage will attract herds of tourists.	2:25	25:20
Culture Watch	It's in a class between laundry and art-- it's underwater puppetry!	1:35	26:55
	CNN NEWSROOM CLOSE	**1:05**	28:00

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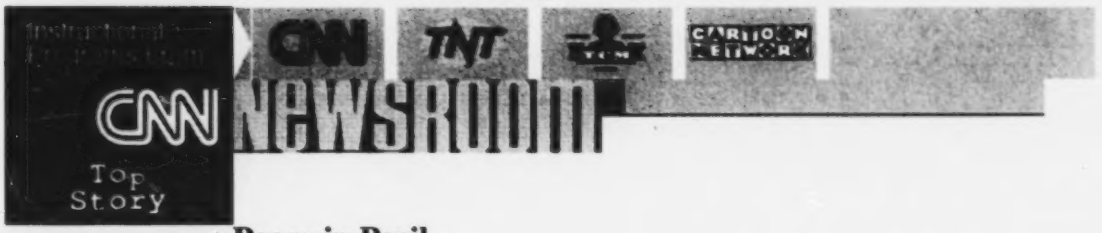

Peace in Peril

1. Why is the peace process that had once offered hope for Northern Ireland now in jeopardy? Who are the Orangemen? Why are they insisting on marching in a predominantly Catholic area?

2. What did some Catholics do in response to those Protestant marches that did take place? Why do some critics believe the Orangemen are "locked in the past," while Northern Ireland is changing? Do you agree or disagree with this criticism? State your rationale.

3. Use this opportunity to familiarize students with the background of the Protestant vs. Catholic conflict in Northern Ireland. Have them work in groups to research the ancient conflicts, including the Battle of Boyne in 1690 and the modern "Troubles" of the 20th Century. Share findings in class discussion. Discuss the reasons for the animosity that runs between these two religious groups today. To what other modern conflicts can students compare the situation in Northern Ireland?

4. The first Boyne Commemoration Parade was held on July 12, 1796. The Orange Parades, as they are called, are seen by Protestants as an exercise in religious and cultural heritage. Yet there are many Catholics in Northern Ireland to whom this exercise is seen as a personal threat and an invitation to violence. What do students think? Direct them to research the positions of Catholics and Protestants and formulate an opinion on the march. Should it be allowed to proceed as a cultural expression? Should it be prohibited as a threat to the fragile peace in Northern Ireland? Have each student write a newspaper editorial outlining his/her position and rationale.

   EXTENSION: In a democratic society, should all groups have the opportunity to peacefully assemble in any place? What responsibilities should accompany the right to assemble? Discuss.

LINKS:
http://pubweb.acns.nwu.edu/~mgz267/Ireland.html
http://www.maptrade.org/g9501.html
http://www.maptrade.org/g9501.html
http://river.tay.ac.uk/~c95gb/12july/parades.htm

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[redacted] International Desk

Romania Trampled

1. Why do you suppose there is a a replica of the South Fork Ranch (from TV show "Dallas") in Romania? What does South Fork represent? Why was the atmosphere of Romania in 1990 inspiring to entrepreneurs? Why do you think people have stopped going to the South Fork Ranch? Does this trend represent an overall change in the social and economic climate of Romania? Explain.

2. Why are many Romanians disappointed with the economic realities of their lives? How has the transition from communism to capitalism been difficult? What are some of the problems of transformation of an economic and political system for many of the former communist nations? What challenges remain to be faced? How might the Romanian government stimulate the economy and raise the standard of living?

3. Introduce your students to recent Romanian history using the websites given below. After researching the background of the video segment, challenge the class to produce a a "flashback" news broadcast of the 1990 ousting of Ceausescu. Next, have students produce a current news broadcast from Romania. Lead a discussion in which students contrast the optimism of 1990 to the Romania of today, where people are disappointed and drifting without strong leadership. What solutions can they suggest?

LINKS:
http://www.asg.physik.uni-erlangen.de/europa/ro/ro1e.htm
http://www.centraleurope.com/ceo/links/rolinks/rolbas.html

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Special Series Special Series

Controlling the Brown Tree Snake

1. How are researchers on Guam trapping brown tree snakes? Why do you think many on Guam believe that control is the key to reversing the environmental damage these snakes have caused? What is the Guam Rail? How are local authorities trying to bring this species back? Explain how snake detector dogs are also helping to control the spread of the brown tree snake.

2. What different approaches are being or have been tried to confront the invasion of the brown tree snake in Guam? Group students. Have each

research one of these methods and list the benefits and possible drawbacks of that approach. Then direct each group to present its findings. Of all the ways to deal with the brown tree snake, which appear(s) to hold the most promise? Why? Discuss.

3. Is there an "invader species" in your area? Have students check with state government officials or a local university extension service to determine what unwanted plant and/or animal species in your area are causing problems. Have students either interview authorities to find out more about the species and what is being done to control it or gather information on the species and prepare a biological sketch in the form of a "Most Wanted" poster.

LINKS:
http://www.usgs.gov/public/press/public_affairs/press_releases/pr381m.html
http://www.lpzoo.com/animals/birds/kingfisher.html
http://www.senate.gov/~inouye/97pr/97pr66.html

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Editor's Note

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TODAY'S NEWS TERMS

Orangemen	**Battle of Boyne**	**James II**	**William of Orange**
communism	**capitalism**	**sanctuary**	**exterminate**

CNN NEWSROOM WORLDVIEW

Tour Of The World

Egypt Sinai Drugs

1. Why has the growing of marijuana proliferated in the Sinai region of Egypt? Why are eradication efforts so difficult? What methods do police use to control illegal drug manufacture? In your opinion, are these methods effective? Why or why not?

2. Why do you think drug abuse is a relatively recent phenomenon in Egypt? Why is illegal drug trafficking such a profitable enterprise? Why do you think the farmers do not share in the largess? What might be their motivations to continue to grow marijuana and opium? How could government agencies best address this problem?

3. Lead a class brainstorming session to generate a list of issues involved in any fight against illegal drug abuse (i.e., controlling supply, providing treatment, drug education, economic impact of the drug trade, law implementation and enforcement, legal concerns, etc.). List these issues on the board. Ask students to review the list and set

priorities, ranking each issue as to its potential effectiveness in stopping illegal drug trade, in Egypt and elsewhere. Have students conduct research for additional information, then challenge each to write an essay promoting a plan for a comprehensive war on drugs. Have students share their essays and discuss points of view.

LINKS:
http://www.metimes.com/issue27/eg/notes.htm

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Taking Care of Business

Taking Care of Business

The Yen--Why Care?

1. What are the benefits of the Asian financial crisis for U.S. consumers? For U.S. business? What are the drawbacks? How are Asian economies compensating for weak currencies? What is the overall effect of this strategy on the global economy? Why are the economies of Asian nations interconnected with that of the United States? How does international trade impact the domestic market of each country discussed in the video segment? How does the long-range financial outlook depend on short-term trade decisions?

2. Divide the class into five groups representing the Departments of Commerce of the United States, Japan, China, Indonesia, and South Korea. Have each research to determine five export commodities and five import commodities. For example, Japan might export cars, computers, televisions, watches, and manufacturing equipment. Japan may import shoes, clothing, fruit, grains, and building materials. After each group has identified its imports and exports, reconvene the class and discuss the concept of "balance of trade." Next, have students research to determine the exchange rate between the Japanese yen and the U.S. dollar. Hold a mock "trade summit" among the five groups to determine how to maintain a healthy trade balance. Are limits required? Would currency controls help allieviate inequities? How can nations cooperate to maintain the overall health of the global economy?

LINKS:
http://biztimes.asia1.com/biztimes/5/focus17.html
http://www.iie.com/pa55.htm
http://www.hartford-hwp.com/archives/50/index-a.html

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Fast Fact

Fast Fact

China Toys

1. Why has China taken the lead as the world's toymaker? How does the Chinese toy market contribute to the trade imbalance which exists between the United States and China? How does U.S. Secretary of Commerce William Daley hope to "level the playing field?"

2. Why are human rights groups concerned about the manufacture of Chinese toys? How can U.S. toy importers have an impact on human rights in China? How can consumers help? The woman in the video segment says she does not buy Chinese-made toys unless it's something her child is "dead-set on." What are the implications of this point of view? How can Chinese toymakers preserve their share of the U.S. market? What are the qualities the average consumer might look for in toys? What can toy manufacturers do to keep costs low while maintaining fair labor practices?

3. Have students bring in a collection of toys. Have them survey the toys to determine the percentage which are manufactured in China. Next, ask them to list the qualities of the toys that make them desirable to U.S. consumers, such as safety, popularity, or price. How do the Chinese-made toys compare with those from other nations? Are there comparable products on the market which are not manufactured in China? What are the differences, if any? Direct students to the first website below to read about possible harsh labor conditions in Chinese factories. Is the issue of human rights enough to make a difference in students' buying decisions? Follow up by inviting each student to select one of the Chinese toys and compose an advertisement either convincing U.S. consumers to buy the toy or reject it.

   EXTENSION: Invite students to visit the second website below to study the "Chinese Slave Labor Act" put before the U.S. House Ways and Means Committee in 1995. Have them vote on the act based on the results of their research.

LINKS:
http://www.nlcnet.org/pattern.htm#toys
http://www.bergen.org/AAST/american/debate/cslact.html
http://www.infoexport.gc.ca/section4/missions/china/china_fact-e.asp
http://www.chinaonline.com/gb_b8061113.html

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Wild Kingdom Wild Kingdom

Mongolia Wild Horses

1. How do Mongolian planners hope to use some of their old ways to attract tourism and business? What is "adventure tourism?" How does the wealth of wild horses in Mongolia fit into this concept? What other cultural and natural resources may prove interesting to tourists? What suggestions would you make to people deciding whether to visit Mongolia?
2. Challenge students to devise ways to foster tourism in Mongolia. Have them research the websites given below to make a list of the attractions of this Asian nation. Ask them to develop guidebooks using photos, information, and maps. Invite individual students to give "virtual tours" of Mongolia, using the guidebooks. Follow up by having students mount a tourism campaign based on the information they have gathered.

LINKS:
http://www.halcyon.com/mongolia/Takhi.html
http://www.treemail.nl/takh/
http://www1.nisiq.net/~michie/mongolia.html#travel/

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Culture Watch

Culture Watch

Underwater Puppetry

1. How is the performance in the video segment in "a class between puppetry and laundry?" How does water enhance the visual effect created by the movement of the puppets? What are the special challenges of the underwater puppet show? Why do you think audience members don't notice the mistakes? How could this principle be applied to other performing arts? In your opinion, does the element of mystery ("How do they do it?") add to the appeal? Explain.

2. Invite students to create an underwater puppet scene like the one portrayed in the video segment. Guide them to the websites below for information about puppet design and construction. What special design characteristics must be considered to make the puppets "waterproof?" Provide a tank and help students construct a simple set. Perhaps students may prefer to operate the puppets from behind the glass. Next, have students write a short script for the puppet show and stage a performance for other classes in the school.

LINKS:
http://fox.nstn.ca/~puppets/activity.html
http://www.sagecraft.com/puppetry/building/index.html

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Editor's Note

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TODAY'S NEWS TERMS

marijuana	**opium**	**Takh**	**yen**
devaluation	**sweatshop**	**trade balance**	**puppetry**

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM WORLDVIEW

July 15, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	In spite of warnings, the public seems unconcerned about the "millennium bug."	5:35	7:10
Business Brief	Dow closes at a record high. McDonald's founder has died.	1:15	3:25
Business Desk	Baseball teams offer a variety of giveaways to get fans out to the ballpark.	2:55	11:20
Invader Species	The mute swan is the "bully" species of the Chesapeake Bay.	2:45	14:05
TOSS TO CNN NEWSROOM WORLDVIEW		**2:30**	16:35
Top of the World	A former POW returns 45 years later to offer support to troops in Korea.	3:15	19:50
Information Please	People in India weather the summer with simple air cooling devices.	2:35	22:25
Where in the World?	Pilgrims are drawn to a Tibetan monastery to search for enlightenment.	2:45	25:10
Taking Care of Business	An American serves up capitalism in his coffee shop in the heart of China.	2:10	27:20
	CNN NEWSROOM CLOSE	**:40**	28:00

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Instructional Programs from CNN NEWSROOM CNN TNT TCM CARTOON NETWORK

Top Story

Millennium Bug

1. What is the "millennium bug?" What is President Clinton doing to help prepare the U.S. to confront January 1, 2000? When is the President's deadline for action? Do you think this deadline will be met? Why/why not?

2. According to the video, why isn't the public more concerned about the millennium bug? Of all these reasons, which do you believe is most responsible for public apathy on this issue? Why do those in the finance and aviation industry appear to be most concerned? Do you think their fears are justified? Explain how the millennium bug could affect each.

3. Explain how the millennium bug could bring down entire systems. The problem is centered around our date system format (MM/DD/YY). Computers currently recognize the last two digits of the year. If student born in 1982 asks a computer how old they are today, the computer subtracts 98-82 to arrive at 16. After midnight on January 1, 2000 the computer will begin to work off a perceived year of 00. Lead a class brainstorming session of the industries, businesses, and agencies that will be affected by this bug. Generate a class discussion about ways to address the problem. How would energy and resources best be spent to stop the bug from shutting down entire computer systems?

4. One computer expert has said of the millennium bug, that the problem is twofold: "The date issue itself and, more importantly, our reluctance to address this problem." Have students work in groups to conduct research to learn more about the problem and share their findings. Then have each group use this information to come up with a way to make the public more aware of the millennium bug. Have groups present and discuss their ideas.

LINKS:
http://www.gatech.edu/year2000/
http://www.year2000.com/y2kdoomsday.html
http://www.year2000.com/cgi-bin/y2k/year2000.cgi

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Business Desk

Promoting Baseball

1. In marketing terms, what is a promotion? According to the video, what is the most successful promotion in Major League Baseball stadiums? What other promotions can be found at baseball parks? What is the point of all these giveaways?

2. Discuss the benefits of promotions for the Major League teams. How do these prizes bring a more diverse crowd into the ballpark? What do the sponsors get out of the promotions they offer?

3. Challenge groups of students to search newspapers and magazines for examples of promotions and bring them into class. Discuss which are the best "deals" for consumers. Which are the best deals for business? Discuss how each promotion enables the business to reach beyond its present customer base.

4. Ask students: If you owned a business, how might you use the power of promotion to entice more customers to try your product or service? Group students. Direct each to choose a product or service and design a way to use promotion to enhance your market, along with an ad campaign making the public aware of the promotion. Have each group present its promotion and ad campaign to the class. Have the rest of the class evaluate each for effectiveness.

LINKS:
http://www.majorleaguebaseball.com/mlb/
http://insidedenver.com/allstar/0708bean.html

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Special Series

"Bully" Swans

1. Describe the image most people have of swans. What different side of this animal are many residents of Maryland seeing? How did mute swans come to live in this area? What happens when they escape into the wild?

2. How are biologists waging war against the mute swan? What is the goal of these actions? How are these birds also simultaneously protected by the law? Why are some legislators trying to change that?

3. Generate a class discussion about the ways in which mute swans "bully" other species. Discuss their destructive eating habits, trampling of other birds' eggs, etc. Then group students and challenge each to research another "bully" animal species.

Have the group note that species' habitat, natural enemies (if any), and its bullying habits. Have groups create formal reports of their findings including their ideas for controlling this "bully species."

LINKS:
http://www.assateague.com/swan.html
http://www.detnews.com/1998/metro/9804/12/04120100.htm

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Editor's Note

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TODAY'S NEWS TERMS

millennium	**software**	**FAA**	**promotion**
executives	**mute swan**	**Chesapeake Bay**	**coexist**

CNN NEWSROOM WORLDVIEW

Tour Of The World

South Korea POW

1. Why did Norman Duquette return to North Korea recently? What has changed in the Koreas since his departure 45 years ago? What has remained the same? Why do tensions continue between the two Koreas? Why do you think the Korean tourism organization decided to sponsor the reunion? How did this help the Duquette family become closer?

2. Do you think the current situation in Korea will be resolved in the near future? Why or why not? What is the effect of the U.S. troop presence in the DMZ? Why is the United States involved in Korea's political standoff? What efforts have been made to bring lasting peace to the region?

3. Norman Duquette served in Korea in the 1950's, before his son was born. Now his son and daughter-in-law are a part of the U.S. forces stationed there. Direct students to the websites below to investigate the history of the continuing Korean conflict. Next, invite them to write letters from Lt. Colonel Duquette in 1952, to be read by his son in 1998. Could the POW have predicted the current situation in Korea? What advice would he have offered? Have students share the letters and discuss continuing U.S. involvement in Korea.

LINKS:
http://www.kimsoft.com/korea/mia-kr.htm

http://www.kimsoft.com/korea/eyewit.htm
http://www.cfcsc.dnd.ca/links/milhist/korea.html

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Information Please

India Air Coolers

1. Why do India's consumers tend to choose air coolers over high-tech air conditioning systems? What is the principle on which the air coolers operate? Why are fans insufficient in New Delhi's heat? What are some of the advantages of air coolers? What are some of the disadvantages?

2. Challenge student groups to design and build simple air coolers based on the models shown in the video segment and in the website below. Hold an informal outdoor "exposition" for students to test their prototypes. Allow students to evaluate each apparatus for efficiency, durability, cost-effectiveness, and originality.

LINKS:
http://www.arctichill.com/essick.htm

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Where in the World

Tibet Pilgrims

1. Why is the monastery site sacred to Buddhist pilgrims? What is a "chora?" How might this physical act symbolize a spiritual quest? What are the goals of the pilgrims visiting the monastery? What other religions encourage pilgrimage? Why do you think people are drawn to places they consider holy?

2. Why is the monastery important politically and socially to Tibetans? Why do you think Chinese authorities intially closed the monastery? Why did they later allow it to reopen, in your opinion? How does the practice of Buddhism figure into the larger social and political landscape of Tibet? Might freedom of religion foster Tibetan nationalism? If so, in what ways?

3. Have students produce a play entitled "Parade of Pilgrims" in which they give monologues from characters who have travelled to holy sites in search of personal spiritual

enlightenment. Present the pageant for other classes in your school.

LINKS:
http://www.netti.fi/biokustannus/amdo.html
http://sinosource.com/general/tour/highligh/lhasa.htm

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Taking Care of Business

Taking Care of Business

Johnny's Coffee

1. Why do you think Johnny Odom describes himself as "100% red, white, and blue?" Why did he decide to move to China to open his coffee shop? What does he mean when he says young Chinese want the "American Dream?" To you, what is the "American Dream?" Is this possible to achieve anywhere in the world? Explain.

2. Evaluate Johnny Odom's statement that China "is as much capitalist as any other capitalist country today." Cite evidence to support and refute this premise. Why do you think this young man believes China's governent is good? Do you believe freedoms will develop? Why or why not? Is it necessary for ordinary citizens to take political stands to bring about change? Give reasons to support your answer.

3. Research to compare and contrast the economic environments that exist under communist and capitalist systems. What would be the advantages and disadvantages of running a communist-styled business (such as a co-op) in the United States? Of running a capitalist business (such as the coffee shop) in China?

LINKS:
http://www2.lucidcafe.com/lucidcafe/cafebystate/chinaforum.html
http://www.ryerson.ca/~woc/gordon.htm
http://www.capitalism.org/capitalism/questions/history.html

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Editor's Note

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TODAY'S NEWS TERMS

POW	**DMZ**	**air cooler**	**monestary**
Buddhism	**pilgrimage**	**capitalism**	**communism**

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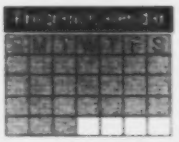
CNN NEWSROOM WORLDVIEW



July 16, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Congress hopes to "doctor" the HMO system, but no one agrees on the cure.	4:15	5:50
Science Desk	A new medical technique could be a shot in the arm for diabetes patients.	2:40	8:30
Science Desk Extra	CNN's John Holliman looks through a telescope for "A View From Space."	3:05	11:35
Invader Species	Feral pigs are hogging all the natural resources on Cocos Island.	2:45	14:20
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:30**	16:50
Top of the World	The number of Christians in China is growing.	2:55	19:45
Who, What, Where?	Life is hard for Iraq's youth as economic sanctions continue.	2:40	22:25
Taking Care of Business	Silk is a unique part of Indian culture and tradition.	1:40	24:05
Short Take	An ancient skull gives clues on the origins of humans.	:45	24:50
Inside North America	The USS *New Jersey* is coming home.	2:40	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

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Top Story

HMO Debate

1. Why do people have health insurance? How is this usually acquired in the United States? How does the U.S. system differ from that of most industrialized nations? Why are so many U.S. citizens uninsured?

2. What is an HMO? How does it differ from traditional health care plans? Why are HMOs currently the target of criticism? What do supporters say in defense of HMO plans? Why is the health care industry growing at such a rapid pace? What are the advantages and disadvantages of that growth for the consumer?

3. What changes are Republicans proposing to HMO plans? What changes are Democrats proposing? What are the similarities between the two reform bills? What are the major differences? Is the health care issue "politicized?" Explain. Who do you think will benefit most from any changes that result? Give reasons to support your answer.

4. As Congress moves toward its summer break, lawmakers from both parties are shaping dueling proposals on an issue that resonates with voters: regulating health maintenance organizations. Direct students to the websites below to research the basic structure of each bill. Hold a mock session of Congress and allow student "legislators" to debate the points of the reform plans. Establish the goal of reaching consensus and encourage students to compromise and revise the bill. Write the planks on the board and allow the classroom Congress to vote on the final version.

LINKS:
http://www.cnn.com/HEALTH/
http://cnn.com/HEALTH/9807/13/hot.issue/index.html
http://cnn.com/HEALTH/9807/13/hot.issue/index.html

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Science Desk

Inhaled Insulin

1. What innovation is on the horizon for diabetics? How do you think this new delivery method will affect the number of diabetics managing the disease properly? How long will it be until products delivering insulin this way will be available at pharmacies?

2. Sugar is broken down and converted to energy in a process called metabolism. Hyperglycemia/diabetes occurs when there is too much sugar left over in the blood due to a lack of insulin production in the pancreas to digest it and convert it to energy. Type 1 diabetics require insulin shots to manage the blood sugar level, while Type 2 diabetics often manage their blood sugar level by diet and exercise. Have your students investigate the symptoms associated with diabetes using the web sites below or other current sources. Have them distinguish between Type 1, which usually occurs in earlier years, and Type 2 which occurs in adulthood. During the research process, have them investigate the causal factors of Type 2 such as high processed sugar intake and lack of exercise. Using the class' research as a resource have groups of students create public service announcements for radio or TV informing the public about the warning signs and methods of treatment for diabetes.

   EXTENSION: Have students investigate their family history related to diabetes and make a family tree or pedigree chart showing whether or not each family member was a diabetic.

LINKS:
http://www.diabetes.org/ada/diabetesinfo.htm
http://www.health-net.com/diabglo.htm
http://www.diabetes.org/ada/c30f.html

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A View From Space

1. Why do you think there are so few amateur astronomers? What are the possible rewards of this hobby? How did Tim Puckett, of Ellijay, Georgia, make history? What is a supernova? Why is Puckett's discovery remarkable?

2. Why does size matter in the realm of telescopes? Do you think telescopes are difficult to construct? Why or why not? Why is telescope viewing in a rural area such as that surrounding Ellijay preferable to viewing from urban surroundings? What does this suggest about the location of observatories?

3. What developments are occuring in the world of professional space exploration? What special expertise do you think John Glenn has to offer during his upcoming shuttle mission? What is the purpose of the *Galileo* spacecraft? How might

astronomers learn more about the solar system and the universe from the information gathered by *Galileo*? Why do you think a majority of people have lost faith in the Russian *Mir program? Do you agree with this assessment? Why or why not?*

4. *Invite students to review "A View From Space" online, at the first site listed below. They can also communicate with John Holliman via e-mail at jholliman@cnn.com*

5. *The stargazers in the video segment say anyone can be an amateur astronomer by going outside and looking up at the night sky. Challenge your students to increase their awareness of the celestial sphere. Have them use celestial maps and other resources to produce one copy of "A Viewer's Guide to the Universe." They should map the constellations, identify primary stars and star groups (such as the Pleaides), include a calendar of astronomical events (such as comets or meteor showers), and calculate the movements of the planets from aphelion to perihelion. Help students publish the book and distribute it to the science classes in your school.*

   ***EXTENSION:** Also encourage students to maintain individual "Star Logs" and record their personal observations and drawings to augment the information in the "Viewer's Guide."*

LINKS:
http://cnn.com/TECH/space/9807/15/holliman/index.html
http://www.cometwatch.com/
http://www.fernbank.edu/fsc/fsc.html

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Special Series

Special Series

Feral Pigs

1. What is the meaning of the word "feral?" How are the pigs upsetting the ecological balance of Cocos Island? Why is the water supply contaminated? How has the pig population expanded to surrounding areas?

2. Why are animal rights activists and conservationists at odds over the "solution" to the pig problem? Are the interests of these two groups usually in conflict? Explain. How might the dilemma caused by feral pigs in a land-locked area such as the Smoky Mountains differ from the situation on Cocos or in other island environments? How might the methods of control be adapted? Evaluate this quote from the video segment: "Man caused these animals to be there, it's their responsibility to take

them away to give the native species a break." Debate this concept with your classmates.

3. At the beginning of this century, a series of human settlers on Cocos Island made several unsuccessful colonization attempts. Their arrival marked the introduction of several species: feral pigs, goats, rats, and white-tail deer. Of these, the pigs present the greatest threat to Cocos' fragile ecological balance. They roam around the island, causing damage by altering the natural vegetation, especially the understory. The pigs affect the distribution of many plants by spreading seeds and destroying root systems. They uproot vegetation thus accelerating soil erosion; the heavy rains wash this soil to the rivers and out into the bays, thus endangering the coral reefs by suffocating them with sediments. Have the class research to construct a chain diagram to illustrate the interrelationship of the elements of the ecosystem of Cocos Island. What areas are most directly affected by the pigs? Could any elements of the system be repaired without the elimination of the pigs from the island? Display the chain diagram for reference and follow up by having students write proposals for the conservation of natural resources threatened by the pig population.

LINKS:
http://www.geocities.com/TheTropics/3425/parkserv.html
http://www.kohala.net/kohalaguide/wildlife/pigs.html
http://www.agric.wa.gov.au/agency/Pubns/infonote/infonotes/feral_pig_biology.html#D

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Editor's Note

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TODAY'S NEWS TERMS

HMO	**insurance**	**subcutaneous**	**diabetes**
insulin	**hormone**	**supernova**	**feral**

CNN NEWSROOM WORLDVIEW

Of The World

China's Christians

1. According to the video, what percentage of Chinese are Christians? Why do you think more and more Chinese are turning away from traditional religions like Buddhism and joining Western religions? Why must these Western churches be government approved? What happens when they are not?

2. Why do you think the Chinese government is unwilling to allow total freedom of religion? Why do you think millions of Chinese are willing to choose religion over the Communist Party, and risk being imprisioned for their beliefs? Ask students in the class who are familiar with Christianity to state some of its basic principles. Discuss which of these principles appear to be threatening to China's communist political system. Are Christianity and communism incompatible? Discuss.

3. Generate a class discussion about religious oppression and places around the world where it is an issue. Then instruct groups of students to pretend they are members of a United Nations fact-finding team on religious freedom. Have each group choose one country and research the extent to which individuals are allowed to freely practice religion there. Are some religions state-sponsored? Have each group present its findings and assign a letter "grade" to the nation in the subject of religious freedom.

LINKS:
http://www.nationalsecurity.org/frc/infocus/if98d2rg.html
http://www.jvim.com/IntelligenceBriefing/Feb1997/persecute.html
http://www.religiousfreedom.com/nwslttr/china.htm

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Who, What, Where ? Who, What, Where ?

Iraq Flute Boys

1. According to Iraq's government, how do Ahmed Mohamed and his nephew represent "the side effects of international trade sanctions?" What do these two boys do for a living? What is Ahmed Mohamed's life like? Why has he abandoned education for a job? Considering his life at home, do you agree with the Iraqi government that his dilemma is the result of the international sanctions? Explain.

2. Why were trade sanctions imposed upon Iraq? What are the arguments for and against lifting these sanctions? Have students work in groups to research the reasons behind the sanctions and their effects on Iraq, as well as arguments for and against lifting the sanctions. Have groups share their findings in class discussion. Do students believe that stories like the one they just saw justify lifting the sanctions or that there are good reasons to keep the sanctions in place? After discussion, direct each student to write a brief position paper in support of or opposition to the international trade sanctions against Iraq.

LINKS:
http://www.iacenter.org/callin.htm
http://artsci.wustl.edu/~urahmad/artd.html
http://www.yale.edu/ydn/paper/4.17.96/4.17.96storyno.FF.html

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Taking Care of Business

Taking Care of Business

India Silk

1. How is silk production the lifeline of the the people of this village? Where does much of the looming and weaving take place? What unique characteristics does this silk have? Explain how silk plays a vital role in the village's tradition and culture.

2. The creation of fabrics is often an important part of a culture's society and economy. Have students work in groups to learn more about the art of creating fabric and its economic and social impact on one culture. Groups may wish to consider, for example, silk or cashmere in China or the importance of cotton in the U.S. Direct each group to present its findings and discuss the historical significance of that fabric's production in the chosen country.

LINKS:
http://www.indiansilk.com/
http://www4.homecom.com/host590/cashpage/main.html

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Inside North America

Battleship Hopes

1. Why did officials from New Jersey work diligently to get the battleship that bears the state's name back home? What are they hoping will become of the USS *New Jersey*? Why are battleships good tourist attractions? Do you think the *New Jersey* will generate revenue for the state? Explain.

2. The USS *New Jersey* was the most decorated ship in U.S. naval history. In what wars has it been used? What kinds of action has it "seen?" Have groups of students research facts about the

New Jersey as well as its battle history and present their findings. Then challenge each student to put him/herself in the "person" of the ship and write a brief personification essay expressing what the battleship has "experienced" after a day at sea.

3. Where are other retired vessels of the U.S. Navy? Have students search for information on one vessel of historical significance and prepare a report on its current status. After all students have presented their reports, generate a class discussion about what can be learned from these vessels, and what they represent to those who study their place in history.

LINKS:
http://www.quuxuum.org/bnj/
http://www.war-stories.com/NewJersey.htm

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

minority	**Christianity**	**Baghdad**	**dinar**
sanctions	**cocoon**	**silk**	**battleship**

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CNN NEWSROOM WORLDVIEW

Program Calendar

July 17, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	A Secret Service agent fights a subpoena. Can he keep his "secrets?"	5:20	6:55
Editor's Desk	-The First Lady salutes women's rights. -Are video games "just for boys?"	3:25	10:20
Invader Species	Monkey business in the Florida Keys is no laughing matter.	3:10	13:30
TOSS TO CNN NEWSROOM WORLDVIEW		**2:30**	16:00
Top of the World	Thirty-six years after he orbited earth in Friendship 7, John Glenn is returning to space.	11:05	27:05
	CNN NEWSROOM CLOSE	**:55**	28:00

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Instructional Programs From CNN NEWSROOM Top Story

CNN TNT TCM CARTOON NETWORK NEWSROOM

Clinton Secret Service

1. What is the role of the Secret Service? What is the intent of the "Protective Function Privilege?" Do you think it is necessary for agents to maintain confidentiality in order to protect the President? Explain your position.

2. Invite your students to study the history of the Secret Service since its implementation in 1901. The sites below provide some

background on the history of this protective force. Have small groups produce vignettes entitled "Real Stories of the Presidential Patrol" in which they play out actual situations in which agents have fulfilled their duties and upheld the missions with which they have been charged. Ask groups to perform their role-plays in class.

LINKS:
http://allpolitics.com/1998/07/16/lewinsky/
http://allpolitics.com/1998/07/16/secret.morton/
http://allpolitics.com/1998/07/15/ap/agents/

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Editor's Desk

Seneca Falls Anniversary

1. Why did first lady Hillary Clinton visit Seneca Falls? What important historical event took place there? In your opinion, do women enjoy equal rights in the United States today? Cite examples to support your answer.

2. The first Women's Rights Convention, organized by Elizabeth Cady Stanton, took place in 1848 in Seneca Falls. Invite students to research the background of the movement and compose short speeches to present at a mock "1848 convention." Follow up by having them revise the speeches as if they were to be presented at today's function.

LINKS:
http://www.nps.gov/wori/
http://www.total.net:8080/~wtravel/seneca.html

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Not Just For Boys

1. Why do you think the makers of video games are trying to appeal to girls as well as boys? Give possible reasons that video games are often violent. Is this a concern, in your opinion? Does the new emphasis on fantasy games change the focus of play? In what ways? Are gender and race important elements of a game character? Explain.

2. Ask students to focus on the roles played by women and minorities in video games and how these depictions might also be interpreted as a form of violence. Challenge student groups to create prototype video game plans that portray women and minorities in positive lights. Do their games differ from those currently available on the commercial market? If so, how?

LINKS:
http://cii2.cochran.com/mnet/eng/med/class/teamedia/Videog.htm
http://www.cnnsf.com/education/edarchives/videogame/fullstory.htm

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Special Series

Special Series

Monkey Island

1. How have the monkeys wreaked havoc on Lois and Raccoon Keys? Why do you think Charles River Laboratories are allowed to keep the monkeys there? Is the deadline for removing the monkeys reasonable, in your opinion? Why are local residents and environmentalists concerned about the deal? Bausch and Lomb officials refused to be interviewed by CNN. Review the positions presented in the video segment and project what the company's response might be.

LINKS:
http://www.naplesnews.com/today/florida/a152884g.htm

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Editor's Note

Editor's Note

TODAY'S NEWS TERMS

Secret Service	**Chief Justice**	**oath**	**Independent Counsel**
suffrage	**subpoena**	**Seneca Falls**	**mangrove swamp**

CNN NEWSROOM Of The World

WORLDVIEW

John Glenn Interview

1. Who is John Glenn? What is his current title? When did John

Glenn make his first trip into space? Why was he not permitted to make another one? According to President Clinton, why was he given a seat on an upcoming shuttle flight?

2. Describe some of the experiences John Glenn had on his first space flight. Why does he want to make this second flight? How will he be monitored while he is on board the shuttle? What does he hope scientists will learn from the experience?

3. Why have some criticized the decision to allow John Glenn to return to space? How does Senator Glenn counter that criticism? How does he address the risks of traveling in space? What is his major concern in making this trip?

4. Senator Glenn is making this trip 36 years after his first Friendship 7 flight. He will be 77 years old when the shuttle takes off in October. His experience will give scientists some clues as to how space travel and weightlessness might affect older individuals. Ask students what kinds of information scientists might be able to gather as a result of Senator Glenn's experience. Have each group of students brainstorm a list of possible experiments and questions they might ask of Senator Glenn in space that might give additional insights into the effects of space travel on older people. Have groups share their lists. Combine the suggestions into one list and send it in a letter to NASA.

5. John Glenn last flew in space in February 1962. He is now a 76-year old grandfather. How has space exploration changed since his Mercury mission? Divide students into four groups. Assign each one decade, beginning with the 1960s. Direct each group to research the milestones of space exploration in its assigned decade. Have groups share their findings. Assist the class in using this information to create an illustrated timeline of space exploration from the 1960s to the present. Post the timeline around the classroom.

6. How has space travel changed since the first manned flights into space? Have groups conduct research to learn more about the first manned flights, including the missions, their vehicles, spacesuits and equipment and compare these to what is used on present day shuttle missions. Have each group use the information gathered to prepare a side-by-side comparison of " A Day in Space with John Glenn, Then and Now."

LINKS:
http://www.spaceviews.com/features/glenn/index.html
http://www.nss.org/askastro/Glenn/archive.html

http://www.coxnews.com/washington/GLENN.HTM
http://www.cnn.com/TECH/space/9806/24/holliman/
http://www.capstonestudio.com/mercury/
http://www.agenet.com/watchful_glenn_nasa.html
http://www.rtd1.com/glenn/index.html
http://muskingum.edu/~publicr/sts-95/return2space.html
http://www.nauts.com/histpace/histpace.html
http://www.mirrors.org.sg/solar/history.htm

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Editor's Note

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TODAY'S NEWS TERMS

John Glenn	**senator**	**cosmonaut**	**NASA**
Mercury	**Friendship 7**	**orbit**	**senior citizen**

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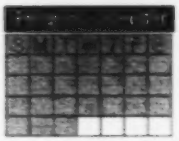

July 20, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	The government issues its second annual report on the state of America's children.	3:25	5:00
In the Headlines	TIDAL WAVE HITS NEW GUINEA TEXAS HEATWAVE CLINTON INVESTIGATION UPDATE	1:00	6:00
Environment Desk	Modernization and Mother Nature have turned Portsmouth Island into a ghost town.	3:40	9:40
Pathfinder, Part 1	One year after its historic visit to Mars, Pathfinder's mission is at an end.	4:30	14:10
	TOSS TO CNN NEWSROOM WORLDVIEW	**1:30**	15:50
Top of the World	Nations with nuclear capability must decide whether to admit new members to the "club."	2:55	18:45
Inside Asia	Hong Kong's economic future is uncertain in the second year of Chinese rule.	4:20	23:05
Short Take	A first edition of Chaucer's classic becomes the most expensive book ever sold.	:55	24:00
Culture Watch	**Teachers: Please preview this segment.** Mexican tradition and culture color modern religious practices.	3:00	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

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CNN NEWSROOM

Top Story

Children in America

1. Summarize the good news/bad news of the National Institute of Child Health and Human Development's report on America's children. How did the parents interviewed in this segment react to some of these trends? If you were a parent raising a child today, what would be some of your concerns? Do you think a federal government report on these issues is valuable to parents? Explain.

2. In the video segment we hear about several issues that affect children in the U.S. Challenge groups of students to choose one of these issues or another one not mentioned in this segment (i.e., violence in schools, childcare) and investigate the most current resources to learn more about the issue and its impact on children. Direct each group to organize its information in the form of an oral report. Hold a classroom panel discussion on the State of Children in America and allow each group to deliver its analysis. Discuss the long-range outlook for children in America. Do students think children's status will improve or deteriorate? What rationale can they offer for their views?

LINKS:
http://www.nih.gov/nichd/
http://www.aamc.org/research/adhocgp/nichd.htm
http://www.kidscampaigns.org/Hot/Early/reisman.html

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Environment Desk

Island Ghost Town

1. Where is Portsmouth Island? What has happened there in recent years? Who lives there now? What are the living conditions there? Who owns the island? Who maintains it? How is it used? What are the rules for visitation? How is the National Park Service involved?

2. What insect rules the island? How do visitors avoid being disturbed by them? Why do you think they are so prevalent there? Have your students study the life cycle of mosquitoes. Then have them investigate the mosquito's natural predators.

Using the Internet sites below, have them investigate why bats, one of the most effective predators of mosquitoes aren't able to thrive in that part of North Carolina. Using what they have learned about mosquitoes, bats and the human history of Portsmouth, have small groups of students create a diagram tracing what they believe to be the chain of events leading to the Island's present day situation. Have students present their diagrams to one another along with an in-depth explanation in which they explain how changes in human, mosquito, and bat populations are connected.

LINKS:
http://www.gorp.com/gorp/resource/us_ns/nc/port_loo.htm
http://www.ces.ncsu.edu/depts/ent/notes/Urban/mosquito/lifecycl.htm
http://www.fws.gov/r3pao/eco_serv/endangrd/news/ind_bat.html

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Special Series Special Series

Pathfinder, Part 1: The Anniversary

1. What was the reaction of scientists when Pathfinder landed and "phoned home?" What kinds of pictures did Pathfinder send back to earth? How did scientists identify the various Martian rocks in Pathfinder's photos? When does the Pathfinder team officially close up shop? What is their last planned task?

2. At the end of August, a little over one year after the landing on Mars, the Pathfinder team will file its reports and end the mission. Ask students what kinds of information and observations they think the team members will include in their mission papers. Divide students into small groups. Have each use the Internet sites below and other resources to investigate the Pathfinder mission and the information it sent to earth. Challenge each group to act as the mission team and use what it has learned to write a final report on the mission. Have each group present its report and discuss what it hopes future Mars exploratory teams will learn from these findings.

LINKS:
http://www.sciam.com/exhibit/070797mars/pathfinder.html
http://wwwmpf.jpl.nasa.gov/default.html
http://wwwmpf.jpl.nasa.gov/default1.html

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Editor's Note

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TODAY'S NEWS TERMS

mortality	**optimism**	**birthrate**	**ghost town**
National Park Service	**euphoria**	**Sojourner**	**rover**

CNN NEWSROOM WORLDVIEW

Of The World

Nuclear Double Standard

1. Which nations are members of the "nuclear club?" Which nations are the "wannabes? Why do you think these nations aspire to have nuclear power? Is the comprehensive test ban treaty "discriminatory," as critics claim? Why or why not?

2. Why have India and Pakistan challenged the test ban treaty? Why is the decision whether to allow them to join the group of nuclear powers a difficult one? What could be the negative consequences of such an action? How might it allow the international community greater control over nuclear proliferation? Who is responsible for making this decision? Explain.

3. Invite students to read the text of the Non-Proliferation Treaty drafted by Charles Van Doren and signed in 1968. Divide the class into five groups representing the nations of the "nuclear club." Have each research the policy concerning the comprehensive test ban and underlying political and military strategies in the nation to which they are assigned. Within each group, students should debate the future of the treaty. Should India and Pakistan be allowed to develop and test nuclear weapons technology? After each group comes to a consensus, hold a summit of the "nations." Ask students to compose a resolution and vote on the status of the treaty. Should they allow or deter countries with the capability from testing and/or increasing their nuclear arsenals? How might their goals be accomplished or the treaty enforced?

LINKS:
http://www.em.doe.gov/eis/treaty.html
http://www.clw.org/pub/clw/coalition/cthist.htm
http://www.ucsusa.org/arms/ctbt.top.html

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Inside Asia

Hong Kong Economy

1. What signs exist that Hong Kong's economy is threatened? What influences have combined to create instability in business and investment? What are the strengths of the economy? How might this help Hong Kong recover financial health? What predictions are analysts making as Hong Kong enters its second year of post-colonial rule? Is this good or bad news for investors?

2. Have student groups research the current economic climate in Hong Kong as well as the government's response to it, and share their findings. Why do some blame Hong Kong's Chief Executive and Financial Secretary, at least in part, for unemployment and recession? Discuss the domestic and international perception of China's rule and how these perceptions are contributing to the crisis. Ask groups to present simple strategies for recovery.

LINKS:
http://www.brokering.com/adv96/group7/outline7.html
http://interactive.cfra.com/1998/05/04/32437.html
http://204.202.137.116/sections/business/DailyNews/hongkong980619/index.html

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Culture Watch

Mexican Ancient Rites

1. How does culture affect the practice of religion in various geographical locations? Give examples of other instances in which people adapt traditional rituals to give religion a unique interpretation.

LINKS:
http://literacynet.org/lp/hperspectives/catholicism.html

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Editor's Note

TODAY'S NEWS TERMS

CTBT	**nuclear proliferation**	**cosmonaut**	**Chaucer**
anarchy	**currency**	**orbit**	**Aztecs**

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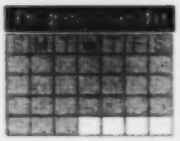

July 21, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Nigeria takes its first steps on the path to democracy and announces plans for elections in 1999.	3:50	5:25
In the Headlines	MIDEAST PEACE TALKS CONTINUE	:40	6:05
International Desk	The Jewish community in Poland looks to the future while remembering the past.	3:55	10:00
Our World	SCHOOL SAFETY SUMMIT ANNOUNCED SADD MEETS IN WASHINGTON	1:20	11:20
Pathfinder, Part 2	Pathfinder's legacy sets a new standard for NASA space exploration.	2:45	14:05
	TOSS TO CNN NEWSROOM WORLDVIEW	2:00	16:05
Top of the World	-Shanghai is at the forefront of China's experiment with the free market. -"Citizens and Society" is Shanghai's version of "talk radio."	5:50	21:55
Culture Watch	A new music partnership could mean a bigger audience for Irish music.	3:55	25:50
Taking Care of Business	The "Eye Trek Device" brings a whole new dimension to entertainment.	1:25	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

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CNN NEWSROOM

Top Story

Nigeria's Path to Democracy

1. Why are Nigerian citizens hopeful in the wake of General Abulsalam Abubakar's announcement about presidential elections? Do you think their enthusiasm is justified? Why or why not? What political, economic, and social upheavals has Nigeria withstood in recent years? How did the death of former leader Gen. Sani Abacha change the structure of the government? In your opinion, what role should the international community take in helping Nigeria down the road to democracy?

2. Guide the class as they research major political and social events in Nigeria during the past five years and incorporate these into a timeline (the first website below provides pertinent information). Have them prepare captions for each item describing its impact on the nation's role in the international scene. After the timeline is completed, conduct a review and invite students to analyze the current situation and make predictions about Nigeria's future after the 1999 elections.

LINKS:
http://www.cnn.com/WORLD/africa/9807/20/nigeria.chrono/index.html
http://odili.net/nigeria.html
http://cnn.com/WORLD/africa/9807/20/RB000981.reut.html

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International Desk

Poland's Jewish Renaissance

1. Why is the "renaissance" of Jewish culture in Poland a surprising development? What characteristics have allowed Jewish residents to preserve their heritage and traditions in the face of genocide? Why are elderly residents concerned that young people will grow up ignorant of their history? What could older generations do to educate their children?

2. How has the historic preservation of architecture and artifacts helped further the "rebirth" of Judaism? What lessons might the international community learn from the people of Krakow? How might the difficulties this community faced in the past prepare the residents for the challenges of the future?

3. Invite students to travel "back in time" and examine how the Jewish community once flourished in Krakow, Poland. History is a very important value in Judaism, and the elderly people in the Krakow community are charged with the task of teaching their young people never to forget what happened there. Direct students to the websites below to gain perspectives of Jewish life in Poland. The first two contain mainly historical information, the third is about the revival of Jewish culture in Krakow today. Based on their research, have each student select a time period and compose a short chapter for a history compilation entitled "The Jewish History of Krakow." The purpose of the book should be to educate young residents about their heritage in Poland. Publish the volume as an addition to your classroom library.

LINKS:
http://cyberroad.com/poland/jews.html
http://www.shamash.org/jb/bk950630/etkrakow.htm

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Special Series

Pathfinder, Part 2: The Legacy

1. How has Pathfinder "set a new standard" for NASA space programs? Define the word "legacy." In one sentence, describe Pathfinder's "legacy." How does Pathfinder's success increase the pressure for NASA scientists? What new technologies and scientific advances may allow NASA to meet these challenges?

2. Pathfinder's early success is another feather in the cap for NASA's Discovery program. Discovery represents the implementation of NASA Administrator Daniel Goldin's vision of "faster, better, cheaper" planetary missions. The goal is to launch many, smaller missions that do focused science with fast turn-around times and which cost less to build. Challenge small student groups to research and design a "robot-based" space exploration program modeled on Pathfinder, which has "paved the way" for "down-and-dirty" forays into the reaches of the universe. Have each group either produce a diagram or model of their hardware system and a list of specifications and goals for the mission. Allow groups to share and critique their plans in an open forum.

LINKS:
http://discovery.larc.nasa.gov/discovery/home.html
http://wwwmpf.jpl.nasa.gov/default.html
http://wwwmpf.jpl.nasa.gov/default1.html

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Editor's Note

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TODAY'S NEWS TERMS

democracy	**human rights**	**commonwealth**	**transition**
SADD	**Discovery**	**legacy**	**Krakow**

CNN NEWSROOM WORLDVIEW

Shanghai Profile/Shanghai Talk Radio

1. What does "cosmopolitan" mean? In what ways is Shanghai the cosmopolitan city of China? What is Yang Qingqing's business? Why is her business one that would only survive in Shanghai?

2. How has the Asian economic crisis affected life in Shanghai? According to the video, Shanghai's fate offers "important clues to the future." What do you think this means? If this statement is true, what predictions would you make about China's future?

3. Describe the format of "Citizens and Society." How is it different from talk radio in your area? How is it similar? Would you define "Citizens and Society" as talk radio? Why/why not? Why do you think President Clinton chose to appear on this radio station when he visited China? Even though this program is not truly open to political criticism, how is it different from what most Chinese citizens experience in their media? Based on what you know about Shanghai society, are you surprised that this kind of dialogue would be taking place there? Why/why not?

4. What do students know about the political climate in China? How is Shanghai different from the rest of China? Group students. Have each group conduct research to learn more about Shanghai's lifestyle, economy and politics, and share their findings. Then direct students to write travel journal entries for a hypothetical trip they take to Shanghai. What did they notice about the city? How does it compare to their hometown? How does it compare to the image most people have of the rest of China?

LINKS:
http://china-window.com/shanghai/elink/eindex.html
http://www.chinavista.com/shanghai/home.html
http://www.sh.edu.cn/sh/sejj.htm

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Culture Watch

Culture Watch

Wicklaw Records

1. Who are The Chieftains? With what kind of music are they associated? How do they hope to promote their new record label? Why are they looking to the U.S. to make their company a success?

2. Use this opportunity to expose students to Irish and other cultural forms of music. Assist students in checking out the websites below to learn more about the artists that are making Irish music popular and its cultural roots. Then direct students to bring in samples of different kinds of ethnic music such as Irish, Cajun, Hispanic, etc. Play these samples as students do research or independent work.

LINKS:
http://www.lochnet.com/client/gs/icm.html
http://www.dojo.ie/musicbox/
http://www.escape.ca/~skinner/chieftains/chief.html

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Taking Care of Business

Taking Care of Business

"Eye Trek Device"

1. What is the "Eye Trek Device?" Where is it available? How does it enhance portable entertainment? Can you think of any downsides to this device? Explain.

2. Ask students to interview older family members to find out what they remember about going to the movies as children and teenagers. Share student interviews in class discussion. How did elements such as 3-D glasses, technicolor and stereo sound enchance moviegoing? Compare these experiences to what one might see and hear using "Eye Trek." What do students think will be the next wave in modern moviegoing?

LINKS:
http://www.japanair.com/company/press/98013.htm
http://cnn.com/WORLD/asiapcf/9807/05/japan.goggles/

http://www.boston.com/dailynews/wirehtml/169/
Portable_video_display_goggles_to_g.htm

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Editor's Note

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TODAY'S NEWS TERMS

communist	**stock exchange**	**talk radio**	**bureaucrat**
The Chieftains	**market share**	**goggles**	**big-screen format**

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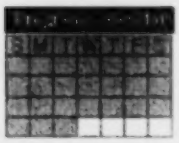

July 22, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	The people of Texas continue to endure a triple-digit heat wave.	4:50	6:25
In the Headlines	JUDGE ORDERS ARBITRATION IN GM STRIKE	:35	7:00
Business Desk	If you're in the market for a television, now's the time to buy!	2:50	9:50
Now You Know	Facts about Mars	:35	10:25
Pathfinder, Part 3	The Pathfinder imaging team gave earthlings a breathtaking look of the Martian landscape.	3:05	13:30
	TOSS TO CNN NEWSROOM WORLDVIEW	3:00	16:30
Top of the World	In the war between India and Pakistan, the elements are as dangerous as the enemy.	6:05	22:35
World Leader	Jiang Zemin learns the art of the spin to turn China's image around.	2:30	25:05
Culture Watch	The tatami mat is a fixture in most Japanese homes.	2:25	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

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Top Story

Texas Heat Wave

1. How is the Texas heat wave affecting the people who live and work there? How is this extreme weather impacting energy and water consumption? What are authorities doing to help those most likely to become victims of the heat? What has been the impact on Texas' agriculture industry? Discuss the likely long-term effects of this heat wave.

2. Ask students to consider how they would protect themselves if they were workers who had to do their jobs in this extreme heat. What happens when the body can no longer tolerate heat? Have students work in groups to research heat stroke, heat exhaustion and other problems associated with extremely high temperatures. Have each group use its information to compile an informational brochure on tips for dealing with a heat wave.

   EXTENSION: Review actions authorities in Texas are taking to confront the heat wave. Group students, and assign each the task of coming up with their own list of recommendations for addressing the problems associated with the high temperatures. Have groups present their lists and discuss how they might implement their ideas.

LINKS:
http://www.weatherlabs.com/books/heatwave.htm
http://www.lifelink.com/heatwve.htm
http://www.weather.com/homepage.html

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Business Desk

Cheap TVs

1. What is happening to the price of televisions? How is technology contributing to this trend? How is Asia's economic climate contributing to the low price of televisions in the U.S.? What kinds of television features can more buyers afford as a result of these low prices?

2. Generate a class discussion about the meaning of the term "market price," as defined at the beginning of this segment. Ask students to come up with other examples of products that, like televisions, can be bought relatively cheaply compared to years past. Discuss how the forces of supply and demand have set the stage for this low market price.

3. What factors affect supply, demand, and price? Direct students to work in groups to research these factors. Have each group prepare a chart of its findings. Then, in class discussion, ask students to consider these scenarios: What would likely happen to the price of televisions if the cost of component parts went up? If a rising minimum wage meant higher pay for factory workers? Discuss how production costs impact supply. Next, challenge students to predict how the coming of HDTV will affect conventional (analog) television prices. As the year 2006 approaches, what is likely to happen to the price of conventional televisions still on the market? Discuss how falling demand created by obsolescence impacts market price. To what other kinds of products can declining demand due to obsolescence be applied as a factor in pricing?

LINKS:
http://www.students.uiuc.edu/~klsteven/pg3.htm
http://www.students.uiuc.edu/~mb-hayes/demand.html
http://encarta.msn.com/index/concise/0vol01/00157000.asp

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Special Series

Special Series

Pathfinder, Part 3: Mars Cameras

1. How would you describe the photos taken by Mke Malin and Peter Smith? What fraction of the martian surface is covered by each picture they took? What features of this planet did they capture on film? What is their next project? How will it impact the future of Mars exploration? In the video Peter Smith says that "science is about curiousity and curiousity is never satisfied." If curiosity were students' guide, what pictures of space would they like to see next?

LINKS:
http://www.iag.net/~crs/mars/picture.html
http://exosci.com/news/27.html

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Editor's Note

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TODAY'S NEWS TERMS

heat advisory	**high pressure**	**consumer**	**market price**
projection TV	**HDTV**	**panorama**	**Global Surveyor**

CNN NEWSROOM WORLDVIEW

India Siachen War

1. Why is the ongoing conflict between India and Pakistan on the Siachen Glacier making history? How did the war begin there in 1984? Why is the landscape often more formidible than the enemy? Why do more soldiers die from the elements than from the fighting? How might military scientists account for the difficulties of the terrain?

2. What special equipment has allowed the armies to protect soldiers from the elements? What special skills must the soldiers develop? How do troops stay in touch with their families and friends? Why do you think both armies continue to defend Siachen Glacier?

3. Ask students to visit the websites below to learn more about the situation on Siachen Glacier. Have them write letters from the points of view of soldiers stationed there to describe conditions and special techniques they must develop to survive nature's fury and the ravages of war.

LINKS:
http://www.webpage.com/hindu/daily/970724/02/0224000f.htm
http://www.indiacurrentaffairs.com/november/24119708.htm
http://www.abcnews.com/sections/world/DailyNews/india980612.html
http://www.cmc.sandia.gov/issues/papers/freezing/980505-1-50.html

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Jiang Superstar

1. According to the video segment, what is the "conventional image" of a Chinese leader? What are the origins of this image? How does Jiang Zemin reflect this persona? In what ways is he a "different, more modern type of leader?"

2. How did Chinese President Jiang Zemin capitalize on opportunities to present his agenda to the public? What role has

"spin-doctoring" and public relations played in developing his message to the citizens of his nation? To the international community? Do these "pictures" differ? Explain.

3. How might his improved image affect Chinese politics? What challenges does Jiang's administration face? Do you think domestic issues tend to be of greater concern to the average citizen than international policy? Give reasons to support your answer. Why do you believe Jiang Zemin is concentrating on becoming an "international statesman?"

4. Have students visit the websites below to review the life and career of President Jiang Zemin. Next, ask each to compose a brief biography of the Chinese leader. Follow up by asking students to exchange papers and revise each other's profiles with a "spin" designed for a somewhat skeptical Chinese audience.

LINKS:
http://data.detnews.com/1997/nation/9702/20/02200133.htm
http://cnn.com/WORLD/asiapcf/9807/02/clinton.hk.advancer.02/
http://cnn.com/resources/newsmakers/world/asia/jiang.html

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Culture Watch

Culture Watch

Japan Tatami Mats

1. What is a tatami mat? Why is it important to Japanese culture? Why have the mats become increasingly difficult to manufacture? How do the Thai workers who make the mat conserve materials? How has the company diversified its products? Do you believe that consumers tend to be less demanding than in the past? Why or why not?

2. The owner of the tatami mat factory discovered that diversification and eliminating the middleman were two implementations that would increase profits. Challenge student groups to select a "traditional" style business, such as pottery making or blanket weaving, and "redesign" the industry to be more competitive in a modern market.

LINKS:
http://www2a.meshnet.or.jp/~mamineko/shou/index-e.html
http://www.asse.com/page11a.htm

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Editor's Note

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TODAY'S NEWS TERMS

Siachen Glacier	**crevasse**	**image**	**public relations**
spin-doctor	**Jiang Zemin**	**ikusa grass**	**tatami mat**

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CNN NEWSROOM WORLDVIEW

July 23, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Alan Shepard, the first American in space, has died.	6:05	7:40
Quote	From "High Flight" by John Gillespie Magee	:25	8:05
Pathfinder, Part 4	The Pathfinder mission made a huge impact on the public.	2:50	10:55
Science Desk	Scientists analyze tick saliva for possible medical benefits for humans.	3:15	14:10
	TOSS TO CNN NEWSROOM WORLDVIEW	1:00	15:10
Top of the World	A Cambodian director brings the troubled history of his nation to the screen.	2:45	17:55
Did You Know?	Southern Californians work to improve water quality off their sunny beaches.	3:35	21:30
Inside North America	Thomas Jefferson had many editors and critics in the Continental Congress.	3:35	25:05
Culture Watch	Scandinavian actor Stellan Skarsgard finds fans and acclaim in Hollywood.	2:25	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

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CNN TNT TBS CARTOON NETWORK NEWSROOM

Alan Shepard

1. Who was Alan Shepard? Why is the expression "Everything is A-OK" associated with him? Why do you think President Clinton categorized him as one of the great heroes of modern America?

2. How did Alan Shepard feel upon being told that he was selected to be the first American in space? What impressions does he offer about his walk on the moon? What advice does he have for young people who want to follow in his footsteps?

3. How did Alan Shepard's flight aboard Freedom 7 capture the imagination and the pride of the U.S.? Have students interview older family members or conduct research to learn more about the national mood when astronaut Shepard made the historic first flight in 1961. Have students share their findings. Besides the obvious technological achievement, what did the Shepard flight mean to most Americans? Discuss the implications of this event from the perspective of those who remember the days of the Cold War.

4. Discuss student impressions of Alan Shepard after viewing this segment. What qualities do students think made him a good candidate for the first flight into space? Challenge students to learn more about Alan Shepard and the other astronauts who were part of the original Mercury team. Group students, and have each present a personal and career profile of one of these space pioneers. Discuss what it meant to have "the right stuff."

LINKS:
http://pathfinder.com/Life/heroes/newsletters/nlmercury7.html
http://www.digital.net/usswof/shepard.html
http://www.windows.umich.edu/space_missions/manned_table.html

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Special Series

Pathfinder, Part 4: Pathfinder Impact

1. What elements of the Pathfinder mission combined to make it a technical and scientific success? How did Americans react to this success? In what ways was Pathfinder "a phenomenon?"

2. Challenge groups of students to create a game, toy or other product that capitalizes on Pathfinder-mania. The primary goal of the product should be to promote interest in space exploration. Assist students in gathering facts to use in the creation of their products. Groups may choose to actually create

the product, a model of the product, or an illustration. Have each group present its creation and discuss how it generates interest in space exploration.

LINKS:
http://www.seds.org/spaceviews/pathfinder/quiz.html
http://nssdc.gsfc.nasa.gov/planetary/mesur.html

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Science Desk

Tick Spit

1. How can the special chemicals and organisms carried in tick spit be used to help humans? Once the anesthetic and blood clot resisting chemical compounds are understood, how do you think pharmaceutical companies are going to use this information?

2. Diseases carried by ticks are called vector-borne diseases because they spend part of their lives inside an arthropod (a vector) and the other half inside a vertebrate. Arthropods have an exoskeleton on their outsides made up of mostly chitin (the same substance as your fingernails) and have jointed legs. Other examples of arthropods/vectors are mosquitoes and fleas. Ticks are different from fleas and mosquitoes because they are arachnids, not insects. Arachnids have eight legs and two main body parts: a cephalothorax (combination head and chest), an abdomen. Have your students visit the first web site on the list below to investigate one of the vector-borne diseases and its carrier. Have them present the information they find in a brief oral report to the rest of the class.

3. Using the Internet sites below or another accurate source, have your students research Lyme disease (a disease carried in tick saliva) to find out: Where do the Lyme disease causing bacteria stay inside the ticks between hosts? What happens to the bacteria when a tick latches onto a host? What is the key characteristic of the blood that causes this change (temperature)? Where does the bacteria move to after it changes? How does it get into humans? How does Lyme disease afflict humans? What is used to fight it? Why is it so dangerous? Have groups of students prepare a comic book or storyboard to creatively explain this topic to other students.

LINKS:

http://www.sonic.net/~msmvcd/diseases.html
http://www.sonic.net/~msmvcd/ticks.html
http://aspin.asu.edu/msnews/lyme1.htm

http://ag.arizona.edu//tree/eukaryotes/animals/arthropoda/arachnida/ac_ari/parasitiformes.html#TOC1

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Editor's Note

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TODAY'S NEWS TERMS

space race	**Mercury**	**Apollo 14**	**anticoagulant**
Lyme disease	**arthropod**	**acclaim**	**commemorative**

CNN NEWSROOM WORLDVIEW

Top Of The World

Cambodia Film Director

1. What is the topic of Rithy Panh's film, "One Evening After the War?" How does the subject reflect the director's personal experience? Why does Rithy Pahn say his generation is a "bit lost?" Who are the Khymer Rouge? What has been their impact on Cambodia's history? Why does the director argue the movie is not "political?" Do you agree? Why or why not?

2. Oscar Wilde once said, "Art imitates life." How does "One Evening After the War" bear out this principle? What may be "the larger purpose" of entertainment based on historical events? Evaluate this quote from Rithy Phan: "Cinema can be useful in a country like Cambodia, when it is used as a mirror which reflects our reality." What do you think he means?

3. Guide students to research the Pol Pot regime and the rule of the Khymer Rouge. Divide the class into groups and have them produce role-plays of a possible film scene depicting the experience of Cambodian people during this era.

LINKS:
http://us.imdb.com/Name?Panh,+Rithy
http://users.aol.com/cambodia/
http://www.econ.pdx.edu/alumni/TVC/camlink.htm

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Did You Know?

Did You Know?

Polluted Seas

1. What illnesses are believed to be caused by Southern California beach pollution? List the primary causes of the contaminants in ocean along the shoreline? Why is water quality improving? Why do you think public concern is minimal? How might this affect the effort to improve water safety?

2. Ask students groups to research beach pollution in Los Angeles and surrounding areas. Each group should produce a print or "video" public service announcement to educate beachgoers about the situation and suggest possible solutions.

LINKS:
http://www.ben2.ucla.edu/~seldeen/page1/sea_pol.htm
http://cwis.usc.edu/dept/seagrant/beach/beach.html

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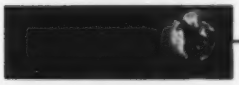

Inside North America

Jefferson Demystified

1. Why do you think Thomas Jefferson's original draft of the Declaration of Independence was "rewritten by committee?" In your opinion, was this the best process? Explain.

2. Why was Thomas Jefferson uncomfortable with public speaking? Do you think his statesmanship would be evident in today's environment of soundbites and spin-doctors? Why or why not? In what ways was Jefferson was a "man for his time?" How might he fare in today's political arena? Give reasons to support your answer.

3. At the Constitutional Convention of 1787, Benjamin Franklin remarked, "When you assemble a number of men, to have advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion...From such an assembly can a perfect production be expected? It therefore astonishes me...to find this system approaching so near to perfection as it does." Invite students to examine the compromises political leaders and philosophers make in the interest of fairness and diplomacy. Ask each student to research the Declaration of Independence (the text of which is available at the third website given below) and select a passage for analysis. Guide students as they "revise" the text to reveal what they believe to be the "unvarnished version" reflecting "prejudices, passions, or errors of opinion." For

example, it is said Jefferson first wrote the inalienable rights were "life, liberty and property." As students present their selections, ask them why they believe the passage was altered. How does the final result reflect the values of the Continental Congress? In what context do students think the statements were edited? Allow students to read their revisions to the class and explain the rationales behind their edits.

LINKS:
http://www.skyenet.net/~gerryr/title.htm
http://etext.virginia.edu/jefferson/quotations/
http://www.nara.gov/exhall/charters/declaration/decmain.html

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Culture Watch

Culture Watch

Stellan Skarsgard

1. Who is Stellan Skarsgard? In what U.S. films has he appeared? According to the video segment, what is Skarsgard's appeal as an international star? What is the general impression of Scandinavian films among the U.S. audience? What does Stellan Skarsgard give as the major reason for this perception?

LINKS:
http://www.eonline.net/Facts/People/0,12,14553,00.html
http://mall0.register.com/firstrunfeatures/Insomnia/Insomnia.html
http://www.interlog.com/~jenoff/insomnia.htm

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Editor's Note

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TODAY'S NEWS TERMS

Khmer Rouge	**Pol Pot**	**water quality**	**bacteria**
Thomas Jefferson	**Continental Congress**	**destiny**	**Stellan Skarsgard**

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CNN NEWSROOM WORLDVIEW

July 24, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	President Clinton promises help to those suffering in summer's sweltering heat.	3:00	4:35
Who Said It?	Lines from songs by Motown artist Marvin Gaye and the Irish rock group U2	:30	5:05
Editors' Desk	Musical activists raise awareness of the dangers and devastation of nuclear war.	3:35	8:40
Pathfinder: Part 5	Pathfinder's success points the way for future exploration of space and sea.	3:20	12:00
Our World	Students from the Bronx travel to Russia for an international chess challenge.	2:10	14:10
	TOSS TO CNN NEWSROOM WORLDVIEW	1:30	15:40
Top of the World	China's assistance to its Third World allies in years past helped let the nuclear genie out of its bottle.	2:45	18:25
Inside Africa	U.S. troops in Kenya are providing support for regional peacekeeping.	3:15	21:40
Taking Care of Business	The fine art market is making a comeback.	2:55	24:35
Wild Kingdom	Scientists restore a T. Rex as museum visitors watch.	2:40	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

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Instructional Programs From CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM

Top Story

Clinton Heat

1. For what purposes will the emergency aid authorized by President Clinton be used? Which demographic groups are at the greatest risk during a heat wave? How will these people receive special help? What signs exist that the heat wave may be abating? What complications could heavy rains cause in area that have been suffering drought? How might the response to this weather-related problem differ from the techniques used in other disaster relief efforts?

2. Have your class design a model disaster relief plan and education program such as the one the federal government will be implementing in the southern U.S. Lead students in a brainstorming session to generate a list of actions that should be taken to provide aid to citizens. Next, ask them to prioritize the items and consider the most effective and fair distribution of funds for each element of the plan. Follow up by having students create a pie chart reflecting the allocation of time and resources to various facets of the program they have constructed. Encourage them to keep track of relief efforts in the coming weeks to see how closely their plan is aligned with the federal program.

LINKS:
http://www.cnn.com/WEATHER/9807/23/heat.wave.03/
http://www.fema.gov/nwz98/heat0721.htm

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Editor's Desk

Nuclear Music

1. What was the impetus for the first "No Nukes" concert? Why do you think the 1980's saw many artists addressing nuclear issues in their songs? Why did this trend slow in the 1990's? Why does popular music often reflect the concerns of the times? Do you think it is the responsibility of musical artists to "raise consciousness," or should songs be merely for entertainment? Explain.

2. Why has nuclear fear increased in recent months? Do agree with the point made in the video segment that "no one wants to think about nuclear war?" Why or why not? In your opinion, is the activism of rock artists effective? In what ways?

3. Invite students to examine how music and popular culture often reflect "the pulse of the public" on social and political issues. Initiate a discussion about

possible topics of "songs with a social conscience." List subjects on the board. These may include world hunger, AIDS, and, of course, nuclear proliferation. Divide the class into groups and have each produce a brief "radio show" highlighting a topic of international concern. Allow groups time to select songs and appoint "DJs" to moderate the programs. Guide students as they make recordings of their shows and play them in class or over the school public address system.

LINKS:
http://www.pro-net.co.uk/student/mshorts4.html
http://www.mic.stim.se/engelsk/2/memoirsdetemps.html
http://www.eonline.com/Facts/Movies/0,60,12442,00.html

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Special Series

Pathfinder Part 5: Future Mars Missions

1. How does Pathfinder technology apply to deep sea exploration? What is a "TROV?" What are its uses in space and underwater? How might the discoveries made during the whaling fleet project contribute to the advancement of scientific knowledge?

2. What is the Mars '98 project? What is the goal of the experiment? How do scientists intend to test for the presence of water on the Martian surface? What would be implied if water is found? What are the advantages and disadvantages of the robotic mission? Is human exploration of the Red Planet likely? Why or why not?

3. During the next decade, the red planet will be the solar system's most popular travel destination. Pathfinder and Surveyor are the first of many Martian adventures now being planned by NASA. Between now and 2005, all of the craft sent to Mars will be designed to be disposable. After their work is done, they'll either drift through space or stay on the Martian surface. But in 2005, NASA hopes to have a mission in which a Mars craft will actually return to the Earth -- carrying rock samples that can be analyzed and examined to answer the age-old questions about life on Mars. And under NASA's timetable, 2012 is the target date for landing the first person on Mars. Divide the class into groups to design one of these future missions to Mars. Have students use the websites below to discover NASA's goals for exploration and experimentation. Each group should devise a list of mission objectives, challenges and technologies. Have groups present their plans to the class.

LINKS:
http://cnn.com/TECH/space/9801/30/mission.overview/mars/

http://mars.jpl.nasa.gov/msp98/msp2.html
http://www.jsc.nasa.gov/pao/flash/
http://www.fas.org/mars/missions.htm

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Our World

Our World

Russia-U.S. Chess Champs

1. Why do you think the Bronx students have devoted themselves to the game of chess? What tangible reward did this middle school chess team earn? What intangible rewards do you think they may gain from their participation in the tournament?

2. What academic subjects apply to the game of chess? How do the students in the video segment prepare themselves for a match? Why do you think the Bronx team's "style" is winning international fans? To what other areas of life could one adapt the skills and perspectives of chess?

LINKS:
http://moon.jrn.columbia.edu/BronxBeat/indices/031097/chess.html
http://www.msvu.ca/chess/macenult.html

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TODAY'S NEWS TERMS

drought	**heat wave**	**activism**	**fossil**
Surveyor	**rover**	**The Bronx**	**TROV**

CNN NEWSROOM Of The World

WORLDVIEW

China's New Nuclear Role

1. Why is December 16, 1964 a significant date in China's history? According to the scientist in the video, why was the development of nuclear arms so important to the Chinese? How does China's new status in the world community put pressure on the country to change its nuclear focus?

2. Challenge students to find out what nations have developed nuclear technology with the help of China and how critics have responded to these

actions. Have students share their findings and discuss how sharing of this nuclear know-how has affected China's status in the international community.

3. What is the purpose of the Nuclear Nonproliferation Treaty? Which nations have signed on to the treaty? Have students work in groups to learn more about the treaty and its supporters. Generate a class discussion about the so-called "rogue nations." Who are they? If they are nuclear outcasts, why do some nations continue to supply them with nuclear technology? What do students suggest the international community do to stop these dangerous transactions?

LINKS:
http://www.uscef.com/issues/weapons.html
http://wso.williams.edu/~globe/Nuketoc.htm
http://www.em.doe.gov/eis/treaty.html

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Inside Africa

Kenya U.S. Troops

1. Describe the mission to which U.S. troops are lending their support in Kenya. Is there a hidden agenda to the U.S. military action? Explain. Why do some African leaders believe that a regional approach should be taken in regard to peacekeeping in Africa?

2. What other peacekeeping efforts have been undertaken in Africa? Which are currently in progress? Direct groups of students to research international peacekeeping in Africa, and choose one mission to report on to the class. After all reports are finished, generate a class discussion about what Kenyan authorities can learn from these international efforts, if they decided to join a regional peacekeeping force.

LINKS:
http://staffweb.lib.uiowa.edu/mclark/africa/
http://www.tanzania-web.com/www.africanet.com/africanet/country/kenya/history
http://www.africanews.org/atlarge/stories/19980331_feat3.html

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Taking Care of Business

High Art

1. According to the video, when was the art market at its peak? How was the market in the early 1990s? What factors have been responsible for its

comeback since then? How is the current market different from the boom market of the 80s? Who are some famous individuals who have become art collectors?

2. Why do some experts think art is a "lousy investment?" Generate a class discussion about investments and the reason why people invest. In market terms, what is meant by "appreciation?" Does all art appreciate in value? Have students work in groups to identify other types of investment (stocks, bonds, real estate, gold, etc.) and as a group decide which one they would invest in now if they had the resources to do so.

LINKS:
http://www.worth.com/articles/Z9409U07.html

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Wild Kingdom

Wild Kingdom

Dino Sue

1. What is the most prized possession of Chicago's Field Museum? How is this specimen being restored? How did the museum acquire this specimen? There has been much controversy surrounding this fossil and its ownership. Have students use the Internet sites below and other resources to learn more about the discovery of Sue and the ethical/ownership dilemmas it has raised. Share student findings and discuss whether public lands should be opened to all fossil-hunters and whether corporations should be allowed to participate.

LINKS:
http://www.dinosaur.org/Sue.htm
http://www.pbs.org/wgbh/nova/trex/

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TODAY'S NEWS TERMS

nonproliferation	**treaty**	**nuclear arms**	**Dino Sue**
commodity	**appreciation**	**T Rex**	**archaeology**

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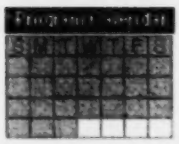

July 27, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	-A nation mourns two Capitol security officers killed in the line of duty Friday. -*CNN's* Bruce Morton looks at the history of the debate surrounding access to "The People's House."	3:55	5:25
Environment Desk	An international debate is launched from atop a huge pile of toxic ash in Haiti.	3:35	9:00
Buffalo Soldiers: Part I	The Buffalo Soldiers protected pioneers as they crossed the American West.	4:50	13:50
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:50
Top of the World	In the aftermath of the Cold War, authorities worry that nuclear weapons could fall into terrorists' hands.	4:25	20:15
Inside Asia	Shanghai's economic climate means opportunity for some entrepreneurs.	2:30	22:45
Where In The World?	El Mozote, the site of a brutal massacre during El Salvador's civil war, is experiencing a rebirth.	3:15	26:00
Wild Kingdom	Dolphins provide some friendly competition for surfers on South Africa's coast.	1:20	27:20
	CNN NEWSROOM CLOSE	**:40**	28:00

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CNN NEWSROOM

Top Story

Capitol Shooting

1. What tributes have been offered to the Capitol policemen who were killed Friday? Suggest ways they might be honored. List possible consequences of this latest act of violence at the Capitol. Why do you think this building has been a target of perpetrators with political agendas? Do you believe public access to the building should be limited? Why or why not?

2. In a building often referred to as "The People's House," security issues are often complex. The need to protect those who conduct the business of government there must be balanced with the right of citizens to have contact with legislators and visit this important landmark of democracy. Have students visit the websites below to investigate the long-continuing debate over public access to the Capitol building. Divide the class into groups and assign each one of the security breaches covered in the video segment. Ask each group to examine the events surrounding the violent occurrence and make conclusions about security in that context. Group members should reach consensus to compose a short article outlining their position on the public access debate. Publish these on an editorial page entitled "The Voice of the People" and use as the basis for a discussion.

   Extension: Lead students in brainstorming session to generate a list of security measures that might be implemented to increase safety at the U.S. Capitol while preserving the freedom of the people to enter and tour the building.

LINKS:
http://www.cnn.com/US/9807/26/capitol.shooting.02/#2
http://www.cnn.com/US/9807/25/capitol.violence.ap/
http://allpolitics.com/1998/07/24/security.shooting/

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Environment Desk

Haiti Ash

1. What is the source of controversy on the shore of Haiti? Where does it come from? When was it placed there and who carried it? Of what is it composed? Why does the government of Haiti want it removed? Why did the Haitian government allow the ash to be placed there in

the first place?

2. According to the Merriam Webster Dictionary, toxic means "of, relating to, or caused by a poison or toxin." One of the ingredients in the waste, lead, is known to cause brain damage. At one time it was used in pencils, but when evidence of this problem was presented lead was replaced with graphite, a non-toxic substance. Also, many kinds of paint used to use lead. For this reason, homeowners are required to disclose the age of their home and any knowledge of lead containing paint when selling their home. Have your students investigate and discuss the toxic effects of lead and cadmium to create a greater understanding of the weight of this controversy.

3. Working in small groups, have your students research the Basel Convention and prepare an oral presentation explaining its basic provisions. As a follow-up, discuss possible reasons the U.S. hasn't signed it.

4. Have your students rate the amount of liability (responsibility for an action) for each of the following participants in this controversy from one to ten with ten being the most liability and one being the least: the crew of the ship "Khian Sea," the owners of the ship "Khian Sea," the government of Philadelphia, the government of Haiti. Under each rating have them provide an explanation. Next, have them write down a percentage of the cost each party should pay to properly dispose of the toxic waste and provide a convincing argument supporting their decisions.

   Extension: Have groups of students research the matter further. Assign pairs of students to be legal council for each party (eight in all) and have a mock trial to decide the percentage of liability each party should incur. The students not trying the case will be the jury.

LINKS:
http://www.unep.ch/basel/
http://www.wasteage.com/entsorga.htm
http://www.villagevoice.com/ink/news/3ridgeway.shtml

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Special Series **Special Series**

Buffalo Soldiers: Part I

1. Who were the Buffalo Soldiers? Why do you think many of the soldiers entered the army? For what purpose did Congress establish the African-American cavalries? Characterize the relationship between the Buffalo Soldiers and the people they were charged to

protect. What did the term "buffalo" symbolize? What does this nickname suggest about the troops' contact with Native Americans?

2. List some of the military accomplishments of the Buffalo Soldiers. How did the engagement with Victorio secure the units' place in American military history? What unique challenges did these troops face? Why do you think the Buffalo Soldiers have gotten increased recognition in recent times? What lessons might be learned from further study of their history?

3. Until recently, little information concerning the Buffalo Soldiers has been available. But now, a few are attempting to teach others of their legacy. Have student groups research to outline a "Table of Contents" for a chapter about the Buffalo Soldiers in a history textbook.

4. Encourage the class to create an illustrated timeline highlighting the accomplishments of the Buffalo Soldiers revealed in their research.

LINKS:
http://www.everythingblack.com/buffalo.html
http://tnt.turner.com/movies/tntoriginals/buffalo/frameset_learn.htm
http://www.siue.edu/ALESTLE/library/spring1998/feb.24.98/life2.html

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TODAY'S NEWS TERMS

"The People's House"	**access**	**Basel Convention**	**cadmium**
toxin	**frontier**	**Victorio**	**Buffalo Soldiers**

CNN NEWSROOM WORLDVIEW

Loose Nukes

1. Describe the "nightmare scenario" that concerns nuclear scientists and world leaders. What materials are vulnerable to theft by terrorists? What are "backpack nukes?" Why are Russian officials concerned about these?

2. How did the Soviet Union protect these materials and weapons in years past? Explain how the transition to a free market economy has altered this security. What is the black market? How does the black

market provide additional opportunities for nuclear terrorism?

3. According to one official interviewed in the video, "If we fail to deal collectively with international terrorists, then we face a new quasi-terrorist state." In class discussion assist students in understanding the meaning of this quote. Focus students on the idea that just the threat of terrorism is in itself a weapon. Then group students and have them conduct research to find out what the U.S. and other countries are doing to minimize this threat. Have each group report its findings. In students' opinions, how real is this threat? How powerful are the forces trying to counter it? Is there any danger of a "quasi-terrorist state?" Discuss.

LINKS:
http://www.acsp.uic.edu/OICJ/PUBS/CJJ/120301.htm
http://www.epic.org/privacy/terrorism/WH_fact_sheet_10_96.html
http://www.du.edu/ilj/abstracts/vol12/fried.htm

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China Making Money

1. Who is Chen Rong? How did his "rags to riches" story begin? How are millions of other Chinese citizens following suit?

2. Discuss Chen Rong's newest challenge, the bowling business. Why do students think he decided to invest in bowling? What kind of homework did he do before investing millions of dollars in this pastime? Challenge students to work in small groups to decide what they would invest in if they were entrepreneurs in Shanghai. Direct them to examine the economic and political climate as well as discuss consumer needs and preferences, then arrive at a conclusion and present their idea to the class.

LINKS:
http://www.chinapoint.com/news/business/asia/news.htm
http://www.algonet.se/~china/sid2e.htm

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El Mozote

1. Where is El Mozote located? What happened there in 1981? Why are people now coming back to El Mozote? How has the mood of the

town changed?

2. What were the causes and the outcome of El Salvador's civil war? Direct groups of students to use the Internet and other resources to learn more about the war, the El Mozote massacre, and the war's aftermath. Share findings in class discussion. Compare the civil war in El Salvador to other recent conflicts (i.e., Bosnia, Somalia, Northern Ireland). What lessons can be learned from El Salvador's experience? Discuss.

LINKS:
http://www1.chron.com/content/interactive/special/humanrights/elsalvador/overview.html

http://parascope.com/articles/0197/el_moz04.htm
http://www.boston.com/globe/specialreports/1996/jul/salvador/salvador.htm

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Wild Kingdom

Wild Kingdom

South Africa Dophins

1. Sadly, South Africa's dolphins, like other species around the world, face serious environmental challenges. Assist students in consulting the website below and other resources to learn more about the human actions that threaten marine species around the world. Have groups of students research and create posters to raise awareness about these issues.

LINKS:
http://earthtimes.org/nov/environmentnofrolicnov5_97.htm

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TODAY'S NEWS TERMS

plutonium	**commandos**	**detonate**	**entrepreneur**
stock market	**El Mozote**	**guerrilla**	**South Africa**

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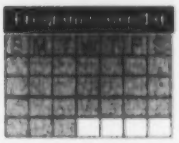

July 28, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	Two slain officers lie in state under the United States Capitol rotunda.	3:40	5:10
Capitol News	STARR INVESTIGATION CONTINUES	:50	6:00
International Desk	India's street children find help from an agency dedicated to giving them a better life.	3:25	9:25
Buffalo Soldiers: Part II	The Tenth Cavalry is remembered today, 132 years after its inception.	4:50	14:15
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:15**	16:30
Top of the World	North Korea is reporting another year of serious food shortages.	2:40	19:10
Did You Know?	UNICEF claims that one of three children born is at risk because they are not registered at birth.	2:35	21:45
Information Please	Japanese researchers clone the first calves from the cells of an adult cow.	2:25	24:10
Inside Russia	In Moscow, the grey conformity of Soviet times is giving way to a new "European" atmosphere.	2:50	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

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Instructional Programs From CNN TNT TCM CARTOON NETWORK

CNN NEWSROOM

Top Story

Capitol Shooting

1. How were the two slain Capitol policemen honored? Describe the scene at the Capitol building today. What questions have arisen as a result of this violent episode?

2. What are the two opposing positions concerning public access to the U.S. Capitol? What proposals have been made? How would the new visitors' center change the experience of tourists coming to "The People's House?" What would be the potential "security downside" of the design? What are the dual roles of Capitol Police officers? How might their jobs be changed to enable them to more effectively perform their duties?

LINKS:
http://cnn.com/US/9807/27/capitol.shooting.03/#2
http://www.washingtonpost.com/wp-srv/national/longterm/shooting/stories/chrono072598.htm

http://www.senate.gov/capitol/virtour.html

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International Desk

India Street Children

1. Why do so many children live on the streets of New Delhi? Why are they often exploited by adults and other children? How do the police make their lives more difficult? Why is there a shortage of public relief options to provide help for the children? How might private groups be encouraged to offer charity to street people?

2. What larger social problems contribute to the widespread homelessness among children in India? How might their condition be improved by other relief efforts? What is the purpose of the "Salaam Bombay" Trust? What services does the agency provide? How is it funded? How might Indian society at large benefit from the efforts of this charity?

3. There are an estimated three to five million street children in India; 300,000 in New Delhi alone. Most of them run away from home to escape harsh conditions and crushing poverty. Now, some who live on the streets of New Delhi are being rescued by an agency dedicated to providing a better life for street children. Challenge students to

conduct a public education program aimed at heightening international awareness of this pervasive social problem. Divide the class into small groups to collaborate on a campaign illustrating the conditions among street children in India. Students should make posters, compose public service announcements, collect testimonials, and propose possible solutions. Invite groups to make their presentations before the class.

4. Indian film director Mira Nair established the "Salaam Bombay" Trust after the success of her film about street children. Discuss the concept of philanthropy with the class. In what way does a philanthropist contribute more than money to society? Have groups of student research a philanthropist, highlighting his/her career accomplishments and contributions. What institutions, foundations, trusts, and/or buildings were the direct results of this person's generosity? Have each group create a mini-documentary on a philanthropist's life. Students may use any creative form: video, slides, one act plays, etc. to present their documentaries. Follow up with a discussion of the motives behind philanthropic actions and characteristics that make a person a philanthropist.

LINKS:
http://www.streetkids.org/index.html
http://www.us.cry.org/websites.html

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Special Series

Special Series

Buffalo Soldiers: Part II

1. Why do you think the Buffalo Soldiers were often omitted from U.S. History texts? What was their contribution to the settling of the American West? List their wider military accomplishments. How might learning about the Buffalo Soldiers increase awareness of black history among students? Why do you think Civil War reenactment groups have gained interest in the stories of the 9th and 10th Cavalries? What aspects of their history shed light on the experience of African Americans in the previous century?

2. Although recent films and educational programs have reminded the public about the critical role African Americans played in the American Civil War, black men and women have participated in military conflicts since the colonial era. Have groups of students research different time periods in the history of African-Americans in the United States military. Ask students to use the data to design a brief reenactment such as the one shown in the video segment, highlighting important events and explaining the impact the black soldiers' contributions had on the future of an integrated U.S. military

force.

LINKS:
http://www.cc.colorado.edu/Dept/HY/Hy243Ruiz/Research/military.html
http://www.msstate.edu/Archives/History/USA/Afro-Amer/afromil.html
http://www.cam.org/~pbt/feb25.html
http://www.vq.com/Buffalo_Soldier_History.html
http://www.coax.net/PEOPLE/lwf/bshistry.htm

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TODAY'S NEWS TERMS

rotunda	**access**	**security**	**subpoena**
perjury	**cavalry**	**philanthropist**	**trust fund**

CNN NEWSROOM WORLDVIEW

North Korea Famine

1. Was this year's spring planting season in North Korea good enough to help the nation through its famine? Explain. How has nature aggravated the food problems facing North Korea? How is the international community stepping in to help?

2. According to the video, why has international aid to North Korea been hindered in recent months? Generate a class discussion about international perception of the political situation in North Korea and suspicions about the destinations of food donations. Then have students work in small groups to conduct research on the international relief efforts and the current political climate in North Korea. Have groups share their findings in class discussion. Are donor concerns about food being sidetracked to the government or military justified? Discuss.

3. What is a famine? What conditions contribute to a famine? Direct students to research what is happening in Korea and how natural and human-made forces have contributed to this tragedy. Share student findings and compare them to what students know about other famines, such as the Irish Potato Famine in the 19th Century and the recent famine in Ethiopia. Discuss the long-range effects such a catastrophe has on a nation and its people.

LINKS:
http://www.interaction.org/disaster/nkorea.html
http://www.mmhschool.com/teach/socialstud/update/up11-1.html

http://lycos11.lycos.cs.cmu.edu/wguide/wire/wire_484550_60252_3_1.html

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Did You Know?

UNICEF Report

1. According to UNICEF, why does not having a birth certificate put a child "at risk"? Why do you think the right to an official identity and nationality is guaranteed in the Convention on the Rights of a Child?

2. On what fronts has progress been made in improving the status of children worldwide? Where do "gaps" in this progress exist? Why do you think so many of the world's children have yet to be immunized?

3. Assist students in using the Internet and other resources to learn more about the benefits of immunization and share findings in class discussion. Then challenge each student to write a brief speech arguing for increased funding for a new global immunization effort. Have students act as representatives to the United Nations General Assembly and deliver their speeches.

LINKS:
http://www.unicef.org/
http://www.info.usaid.gov/pop_health/child_sur/immuniz.htm
http://www.unicef.org/pon96/hevaccin.htm

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Information Please

Japan Cloning

1. How are the calves recently born in Japan different from other animals that have been cloned? What practical applications might this method have for dairy farmers and ranchers? How is this a significant achievement? Why is this event likely to intensify the debate over cloning and its applications to humans? In your opinion, should there be legislation restricting this technology? Why or why not?

2. Generate a class discussion about the field of bioethics. What does "bioethics" mean? Should bioethics be a consideration in the cloning process? Taking this story further, if a human child could be cloned from an adult cell, should the procedure be allowed to take place? Have students research background information on cloning and its bioethical implications, and write position papers in response to this

question.

LINKS:
http://www.d-b.net/dti/980121dozencows.txt

http://www.newscientist.com/nsplus/insight/clone/clone.html

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Inside Russia

The New Moscow

1. According to the video, Moscow is "developing its own style." How would you describe this style? In what ways is the lifestyle more "European" than in years past? One resident of the city calls it the "Quintessence of Russia." What do you think this means?

2. As a class, review the general political and economic changes that have taken place in Russia since the fall of communism. What have been the downsides of converting to a free market economy for many Russians? What have been the benefits? What political changes have taken place since the days of the Soviet Union? Direct students to conduct research to learn more about the "new" Moscow, and share their findings. If a visitor to Moscow had first come to the city thirty years ago, then returned today, what differences would he/she note in the people, the atmosphere, and the city itself? Discuss how the changes that have occurred throughout Russia have opened a new chapter in Moscow's history.

LINKS:
http://gorussia.miningco.com/library/weekly/aa092997.htm
http://www.salonmagazine.com/may97/wanderlust/moscowinfo970506.html

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TODAY'S NEWS TERMS

famine	**drought**	**relief**	**exploitation**
vaccination	**"Dolly"**	**ethics**	**Moscow**

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CNN NEWSROOM WORLDVIEW

July 29, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	The Independent Counsel grants Monica Lewinsky immunity from prosecution in exchange for her testimony.	7:00	8:30
In the Headlines	GM STRIKE AGREEMENT CAPITOL MEMORIAL	1:00	9:30
Business Desk	A slump in athletic shoe sales translates into fewer lucrative endorsement contracts.	2:20	11:50
Business Desk Extra	Courses help teenagers understand their rights in the workplace.	2:00	13:50
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:50
Top of the World	Falling oil prices create an economic crisis in Mexico.	2:25	18:15
Taking Care of Business	In Thailand, the people believe "one man's trash is another man's treasure."	3:00	21:15
Did You Know?	For optimistic Internet companies, China presents a bright opportunity.	3:00	24:15
Information Please	Thrift stores offer more than bargains.	2:55	27:10
	CNN NEWSROOM CLOSE	**:50**	28:00

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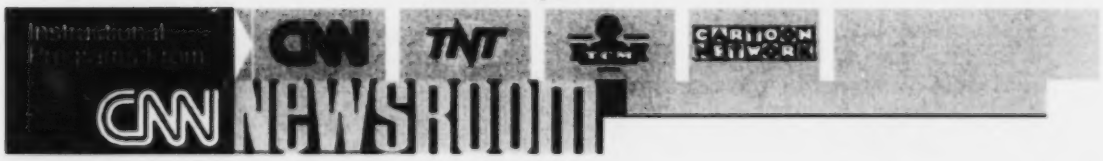

Top Story

Lewinsky Immunity

1. In the legal world, what does "immunity" mean? What kinds of immunity exist? Have students work in groups to research this legal term and discuss why immunity is an important tool for prosecutors. Why did Monica Lewinsky want immunity? Now that she has transactional immunity, how is she protected from prosecution? Why do you think the Independent Counsel's office worked out an immunity deal with her mother as well? Discuss how this deal changes the momentum of this investigation.

2. Tell students to imagine that they are close advisors to President Clinton. Have them consider the fact that immunity means that Monica Lewinsky is very likely to tell a Grand Jury a story different from the President's about their relationship. Do students think this will carry negative political fallout? Discuss the possibilities, then divide the class into small groups. Have each group of advisors list the possible actions the President could take at this point. For example, groups will want to consider the possibility that the President might appear on television to address the nation to explain his side, different or the same from Ms. Lewinsky's story, in an effort to win public support; he might also "keep a low profile" and avoid saying anything public, allowing his attorneys to work behind the scenes. After groups have finished listing the possibilities, have them discuss and decide upon one course of action for the President. Reconvene the class and have a spokesperson from the group present its recommendation and rationale. Based on their actions, have students predict the likely outcome of this scenario.

LINKS:
http://allpolitics.com/1998/07/28/lewinsky/
http://www.cba.ufl.edu/classesf97/bul4310/archives/onlaw3.html

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Business Desk

Sneaker Slump

1. According to the video, who is the most successful celebrity endorser of athletic shoes? Why do you think this is so? When did basketball shoe sales peak in the U.S.? What has been happening to endorsement contracts between athletes and shoe companies since then? Why did some companies find themselves losing money after signing big-name athletes to endorse their shoes?

2. Use this opportunity to discuss the business concept of overhead and

what factors combine to create overhead costs. Explain to students that advertising is a major portion of overhead costs for many businesses. In the highly competitive market of athletic footwear, if sales are off, profits are down, what components of overhead are likely to be scaled back? What costs of production can the manufacturer control? How does this explain why some shoe companies are abandoning the practice of pursuing star athletes as spokespeople for their products?

3. Ask students why they think sales of athletic footwear are down. Then direct them to work in groups to conduct research to help determine what factors influence demand for athletic shoes. Have each group share its list of factors with the class. Generate a class discussion about the optimum market for strong sales of athletic shoes: How do demographics, economics and marketing all play a vital role?

   EXTENSION: What is style demand? How does the concept of style demand help explain why some consumers are willing to pay a high price for a particular kind of shoe? Have students bring in examples of ads from other products where consumer preference (i.e., style demand) is a major factor in strong sales.

LINKS:
http://www.screen.com/mnet/eng/med/class/teamedia/olympics.htm
http://www.students.uiuc.edu/~tarrant/nike_demand.html
http://www.students.uiuc.edu/~lieberfe/home2.html

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Business Desk Extra: Teen Workers' Rights

1. What kinds of information are students gaining from the course seen in the video? Do you think this is valuable information? Explain. Was there anything you saw or heard in this segment that surprised you regarding teenage workers' rights? Explain. Where would you go if you wanted to know more about your rights as an underage worker?

2. Assist the class in compiling information about the rights of and limitations on teenage workers. The Internet sites below should help students in their search for information. Direct them to also learn more about OSHA and the responsibilities of the U.S. Department of Labor. Have the class compile its information into a brochure on Teenage Workers' Rights. Make copies of the publication and present it to your school's guidance department for distribution.

LINKS:
http://gatekeeper.dol.gov/dol/asp/public/programs/handbook/childlbr.htm
http://www.dol.gov/dol/esa/public/youth/cltour1.htm

http://www.natlconsumersleague.org/kidhilit.htm

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TODAY'S NEWS TERMS

immunity	**prosecution**	**testimony**	**endorse**
Michael Jordan	**OSHA**	**minimum wage**	**harassed**

CNN NEWSROOM WORLDVIEW

Of the World

Mexican Oil Prices

1. Why is the Mexican finance ministry forced to reduce spending for the third time this year? How do falling oil prices affect Mexico's economy? The global economy? What predictions are analysts making about Mexico's short-term fiscal health? What are the long term implications of the spending reductions? How might Mexico reduce its dependence on oil revenues?

2. Generate a class discussion of the factors contributing to a strong economy. What role does government spending play in a positive economic environment? Guide students as they design a two-column chart. In one column, they should list public expenditures such as welfare, education, national debt, etc. In the second column, they should list corresponding general economic factors associated with public spending in each particular arena. Follow up by inviting students to share their charts and collaborate to create a flow chart showing how government spending interacts with other factors to influence the economy.

LINKS:
http://biz.yahoo.com/finance/980610/mexico_to__1.html
http://www.seattletimes.com/news/nation-world/html98/pemx_031998.html
http://seattletimes.com/news/nation-world/html98/mexi_011698.html

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Taking Care of Business

Taking Care of Business

Thailand Recycling

1. Why is recycling in Thailand more of an economic than environmental

enterprise? What are the financial benefits of recycling to individuals? What are the advantages for business and government? Do you believe recycling is a fiscal "win" in developed nations like the United States? Research the issue and cite evidence to support your answer.

LINKS:
http://www.tradeport.org/ts/countries/thailand/mrr/mark0202.shtml
http://www.3d-pro.com/environ/countrie.htm#Thailand

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Did You Know?

China Internet

1. Why do leaders in the Internet industry consider China "the next great opportunity?" What are the reasons the Chinese computer market is expected to grow dramatically? Describe the "Golden Project." What limitations will Internet usage have in China? How might this affect the strategies of service providers who wish to break into this market? What special challenges do computer companies face when doing business in China? Suggest possible strategies to minimize disadvantages and capitalize on advantages.

2. Challenge student groups to design web pages for Chinese Internet users. Have each group select a topic and find examples of English-language sites that revolve around the subject. What changes would be necessary (other than language) to adapt the page for a Chinese audience? How might government censorship influence the content and character of the page? Ask groups to produce the websites using either computer technology or art materials. Set up a classroom "Chinanet" and allow students to "surf." Which would be most successful? Why?

LINKS:
http://china.com/
http://search.yahoo.com/bin/search?p=China

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Information Please

Goodwill Hunting

1. Describe the traditional image of the thrift store. Why is bargain shopping becoming "cool?" What effect has this trend had on the merchandise and design of the stores? What social benefits do non-profit businesses such as the Goodwill Stores provide? Do you shop in thrift stores? Why or why not?

2. Invite students to conduct an informal survey of local thrift shopping trends and hold a "bargain brag session." Have them bring in or wear thrift store purchases for a show and tell, and take photos of the items. Collect catalogs from mainstream retail stores and ask students to make a display matching the photos with images of comparable retail merchandise. For each pair of items, students should write brief descriptions making price and quality comparisons.

LINKS:
http://www.sacbee.com/news/beetoday/newsroom/local/042698/local05.html
http://www.cuhk.edu.hk/journal/varsity/9606/second.htm
http://csf.colorado.edu/perma/sustnw/frugal-ed/1475.html

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TODAY'S NEWS TERMS

global market	**revenue**	**volatility**	**recycling**
censorship	**Internet**	**bargain**	**thrift store**

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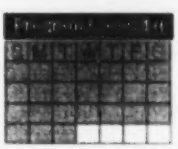
CNN NEWSROOM WORLDVIEW



July 30, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Clinton volunteers to become the first sitting U.S. president to testify in a criminal investigation.	3:30	5:05
In the Headlines	GM WORKERS RETURN NEW JAPANESE PRIME MINISTER	1:30	6:35
Science Desk	It's a technology so real, you can almost touch it! Haptics make using a mouse a "moving" experience.	2:45	9:20
Artistry in Action	-Oscar Micheaux gains new recognition as a director of early African American films. -Jerome Robbins, choreographer of ballet, Broadway musicals and movies, died Wednesday.	3:55	13:15
TOSS TO CNN NEWSROOM WORLDVIEW		**3:00**	16:15
Top of the World	The Palestinian economy has taken a turn for the worse since the signing of the Oslo Accords.	3:45	20:00
Wild Kingdom	Wildlife watching is big business in the U.S.	1:50	21:50
Inside North America	A lone kayaker ventures into Alaska's wilderness in the name of cultural awareness.	5:25	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

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Instructional Programs from CNN TNT TBS CARTOON NETWORK

CNN NEWSROOM

Top Story

Investigating the President

1. What is a subpoena? Why did Ken Starr's office agree to withdraw the subpoena issued to President Clinton in the grand jury investigation? What is the role of the grand jury in the case?

2. Why is President Clinton's decision to testify before the grand jury an historic one? List reasons you believe the president and his advisors adopted this strategy. What are possible advantages and disadvantages to the President? To the independent prosecutor's office?

3. What is the central focus of the investigation? Define obstruction of justice. What evidence would be required to prove this charge?

4. Discuss the concept introduced in the video segment that volunteering to testify may be wise for President Clinton politically, but not legally. What are the reasons given for both sides of the issue? Direct small groups to create political cartoons illustrating this dilemma. Have students review the cartoons and explain the rationales behind their satires of the situation.

LINKS:
http://allpolitics.com/1998/resources/lewinsky/timeline/
http://allpolitics.com/1998/07/29/lewinsky/

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Science Desk

Touchy Computers

1. What impact do you think this technology will have on the development of new products or improving existing ones? How can the use of 3D simulations reduce research and development costs? How realistic do you think a computer-based simulation would have to be to convincingly create the sensations and emotions occurring in a crisis situation? How could this technology address non-technology oriented people's apprehension toward interacting with a computer?

2. Do you think giving computer technology mathematics based representations of human senses is a step toward creating artificial intelligence (making computers able to think for

themselves)? What do you think the next step might be? What are the possible advantages and disadvantages of creating this kind of computer intelligence?

3. Have your students find out more about haptics using the web pages below. In small groups have them: originate an application for haptics technology (this could be anything from learning how to throw a curve ball to finding the perfect blade angle in a lawn mower), draw what the haptic device might look like, present the idea to the class.

LINKS:
http://whatis.com/haptics.htm
http://www.cs.cmu.edu/afs/cs.cmu.edu/project/msl/www/virtual/virtual_d esc.html

http://marg.www.media.mit.edu/people/marg/haptics-pages.html

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Oscar Micheaux Profile

1. Why has the career of Oscar Micheaux enjoyed recent exposure? What was his contribution to the art of film? Define "race film." Why do you think this genre appealed mainly to African American audiences? Why were the conflicts introduced in Micheaux's movies considered controversial? Would the topics be inflammatory today? Give reasons to support your answer.

2. Challenge students to examine the history of minorities in the arts. The websites below provide a variety of resources relating to the history of African Americans in film. After research, have students compile a timeline representing the progress of minorities in the movies, from "The Symbol of the Unconquered" to "Boys in the 'Hood," for example. How has the black experience been examined by the directors of each era? Follow up by encouraging students to rent the movies for home viewing, or by holding a classroom film festival.

LINKS:
http://www.mdle.com/ClassicFilms/SpecialFeature/feb97.htm
http://geechee.com/Micheaux.html
http://www.duke.edu/web/film/Micheaux/

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Editor's Note

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TODAY'S NEWS TERMS

subpoena	**obstruction of justice**	**grand jury**	**haptics**
tactile	**phantom**	**Oscar Micheaux**	**race films**

CNN NEWSROOM WORLDVIEW

To Of The World

Palestinian Economy

1. According to the video, how has the Palestinian economy fared since the signing of the Oslo Accords? How does the average per capita income for Palestinians compare to that of Israelis? Why does this situation present a potential threat to Israel?

2. What factors have combined to create the economic plight of the Palestinians? Why are the Palestinians upset with their Arab neighbors? Over the past 50 years, the nation of Israel has received economic and political support from its allies around the world. Why do you think this kind of support has not materialized for Palestine? In your opinion, should Arab nations do more to support the Palestinian economy? Explain.

3. Generate a class discussion about the overall view of the Palestinian economy that one gets from watching this video. Then have students work in groups to consult the first two Internet sites below to get two different perspectives on the economic situation in Palestine. After they have read these articles, ask students to consider why each side offers a different picture of the economy. Why do governments sometimes make economic conditions seem better or worse than they are? Discuss how discontent brought about by a poor economy often breeds political action.

LINKS:
http://www.us-israel.org/jsource/Peace/paeconup.html
http://www.palestine-online.com/business/busfeature.html
http://www.arabicnews.com/ansub/Daily/Day/980117/1998011718.html

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Wild Kingdom

Wild Kingdom

Wildlife Trade

1. In your opinion, why are so many Americans participating in wildlife-related activities? How does participation in these activites compare to the numbers of fans who attended professional baseball and football games? Given the choice, which would you rather experience, wildlife activities or pro sports? Why?

2. The video segment mentions that wildlife watching generates jobs. What are some of these jobs and products that are thriving thanks to a booming interest in wildlife? Are there any jobs in your area that are a direct result of this popular pastime? Discuss.

3. What should people know when they take part in wildlife watching? Have students work in groups to collect information on things humans should and should not do when watching wildlife and share their findings. Assist the class into combining these tips into an informative booklet for distribution at your school.

LINKS:
http://www.pavisnet.com/ncn/fws/fws78.html
http://www.aqd.nps.gov/wv/twatchwl.htm
http://www.tabicom.com/contents/eco/laurie/eco65.html

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Inside North America

Kayak Crusade

1. In what ways is Alaska being assimilated into the 48 contiguous states? According to the video, what problems does this assimilation bring? How does preserving the past help counter these problems? In what ways are Alaskans "working in one world and living in another one?"

2. What is a kayak? How is the kayak a part of Alaska's culture and history? What sights and sounds might one experience by taking a kayak and traveling around Alaska? How might this mode of transportation give a traveler a different perspective than travel by more modern means?

LINKS:
http://www.gorp.com/akdisc.htm
http://www.alaska.net/~nova/nova6.htm
http://www.awa.org/

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TODAY'S NEWS TERMS

GNP	**Oslo Accords**	**per capita**	**corruption**
binoculars	**tripod**	**suburb**	**peninsula**

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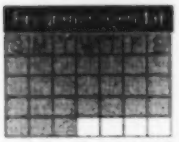
CNN NEWSROOM WORLDVIEW



July 31, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Japan's new man in charge chooses a finance minister to tackle the nation's economic woes.	3:30	5:05
In the Headlines	WASHINGTON WILDFIRES	1:05	6:10
Editor's Desk	-Pres. Clinton names "Heritage Rivers." -The National Trust for Historic Preservation focuses on endangered historic sites.	2:25	9:35
Our World	In spite of their musical success, the Hanson brothers try to keep themselves down to earth.	3:55	13:30
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:30
Top of the World	In Afghanistan, innocent people continue to become victims of landmines.	3:00	19:30
Fast Fact	After 12 years in orbit, the Mir space station is about to become history.	3:50	23:20
Short Take	A six-year-old from India becomes the world's youngest black belt.	:40	24:00
Inside Africa	For this country music star, "home on the range" is in the alleys of Soweto.	3:00	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

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Instructional Programs from CNN TNT TBS CARTOON NETWORK

CNN NEWSROOM

Top Story

Japan's New Man in Charge

1. Who is Keizo Obuchi? How was he chosen to his current post? What major issue faces his administration?

2. What are the basic points of Mr. Obuchi's economic agenda? Why are the world's financial markets putting pressure on Japan to step up the pace of their economic reforms? Why are some analysts critical of the Japanese government's ability to pull the country out of this crisis?

3. Ask students whether they believe the economic situation in Japan has an impact on life in the U.S. Generate a class discussion about the economic relationships among nations: How nations trade with each other, importing and exporting goods, how international investment helps businesses in other countries, etc. What is the economic relationship between Japan and the U.S.? Have students work in groups to research this relationship and present their findings. Challenge each student to write a brief paper describing the potential consequences in the U.S. of an extended financial crisis in Japan.

LINKS:
http://www.boston.com/dailynews/wirehtml/019_lr/Japan_s_economic_prospects_dim_as_1.htm

http://www.onlineathens.com/1998/041698/0416.a4japan.html

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Editor's Desk

Heritage Rivers and Endangered Historic Sites

1. Explain how President Clinton is promoting a "river renaissance" in the U.S. What is the American Heritage Rivers program? How does it help some communities protect their rivers? Direct students to consult the first Internet site below to learn more about the criteria for a river's designation as an American Heritage River. Are any rivers in your area already named in this program? Are there any others you think should be eligible for the program? Explain.

2. According to the video, what are some of the sites that have

been designated as "endangered historic places?" Discuss reasons why they are endangered. How does inclusion on this list benefit the sites?

3. Direct students to consult the Internet and other resources to determine additional sites that are on the National Trust for Historic Preservation's list of endangered historic places. Have students share their findings. Lead a class brainstorming session to come up with a short list of historic sites in your region that students think could be nominated for next year's list. Group students. Have each choose one and research the site or write to its management to get more information about the site. Direct the members of each group to write to their representatives in Congress asking that that site be considered for next year's list of endangered historic sites.

4. If they could talk, what stories could these historic places tell? Challenge students to consider the historical significance of each of the sites mentioned in the video, and select one to research. Then direct students to take what they have learned and employ personification to write a paper about an historically-accurate event, from the historical site's "perspective."

LINKS:
http://www.epa.gov/rivers/criteria3.html
http://www.nthp.org/main/frontline/pressarchive.htm
http://www.lib.umd.edu/UMCP/NTL/links.html

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Our World

Our World

Hanson

1. What factors do you think account for Hanson's popularity? In what ways are the Hanson brothers like other American teenagers? How are their lives different? Do you think being famous would be a good or bad experience? If you were famous, how might your friends and family help you remain a "down to earth" person? How might you keep yourself from getting caught up in success? Do you think it is important for young stars to lead normal lives? Explain.

LINKS:
http://www.hansonline.com/

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TODAY'S NEWS TERMS

Keizo Obuchi	**LDP**	**prime minister**	**yen**
natural wonder	**endowment**	**platinum**	**Hanson**

CNN NEWSROOM WORLDVIEW

For the World

Afghan Landmines

1. Why are landmines a pervasive problem in Afghanistan? Why is landmine removal such a challenge? What is the military purpose of the device? Has the focus of international attention on the landmine problem changed the situation in Afghanistan and in other nations littered with landmines? Why or why not? What could be done to prevent the production and implementation of landmines in the future?

2. According to the U.N. Children's Fund (UNICEF), the world continues to lose ground to landmines, which kill or maim 6,000 to 8,000 children a year, shatter families, destroy livelihoods and subvert the best efforts of struggling people to better their lives. For every mine removed worldwide, 20 new ones are planted, the report says. Ask students to imagine they have been invited to address the U.N. General Assembly about the international effort to demine Afghanistan and other nations. Challenge small groups to research the issue and collaborate on presentations. Have students practice their speeches, then provide a forum for chosen speakers in a mock session of the General Assembly. Send the best speeches to the U.N. with a letter explaining their intent.

LINKS:
http://www2.viaweb.com/hrwpubs/landeadleg.html
http://www3.sympatico.ca/st.elizabeth1/mine/mine.htm
http://www.oneworld.org/ips2/sep/landmines.html

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Fast Fact

Fast Fact

Russia's Mir Lessons

1. Why is Mir being brought back to Earth? What might financial

concerns mean for the future of the Russian space program? Why has Russia (the former Soviet Union) traditionally been considered a leader in the space industry? What problems are undermining Russia's credibility as a "partner in space?"

2. Describe plans for the International Space Station (ISS). How have the trials and triumphs of Mir paved the way for this effort? In your opinion, should participation in international space exploration be a priority for a government? Give reasons to support your answer.

3. Astronauts and cosmonauts on the ISS are going to face many of the same challenges as those on Mir; however, the goal is to significantly advance scientific knowledge through this international effort. Have groups of students brainstorm lists of things they would like to see happen on the ISS. Remind students that their proposed activities/experiments should have some scientific basis and attempt to answer a question or solve a problem. Invite groups to share their lists and write the ideas on the board. Next, have each group choose one activity or experiment from the class list and outline its proposal using the scientific method. Encourage students to visit the first website given below to reacquaint themselves with the steps and terms of the scientific method. Have each group present its proposal to the class and ask classmates to predict possible "conclusions" to each experiment.

LINKS:
http://pc65.frontier.osrhe.edu/hs/science/pmethod.htm
http://www.news.bbc.co.uk/low/english/special_report/iss/default.htm
http://shuttle-mir.nasa.gov/
http://station.nasa.gov/core.html

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Inside Africa

Zulu Cowboy

1. Why do you think Themba Msomi chose country and western music as his genre? In what ways do you think it reflects his "identity," as he asserts? How does his background affect the subjects of his songs? What obstacles might Msomi encounter on the road to stardom? What does his success in Soweto suggest about the nature of music? List the various cultural influences of the music you hear on the radio.

2. Divide the class into small groups. Multiply the number of groups by two and prepare slips with the names of nations or ethnic groups. Have each student group select two at random; for example, one may receive Native Americans and China. Review the video segment, focusing on the concept of the blending of cultures. Introduce the premise that there is to be a music festival in which various nationalities will participate. Challenge the groups to plan an activity or performance that incorporates music from both cultures they have chosen. Allow student to present the results in class.

LINKS:
http://www.rootsworld.com/rw/feature/beat.html

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Editor's Note

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TODAY'S NEWS TERMS

Afghanistan	**metal detector**	**demining**	**Mir**
ISS	**Zulu**	**identity**	**Soweto**

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